



SCHOOL-TO-COURT: LOCAL STRATEGIES

FACILITATOR GUIDE

A Self-Guided Assessment of
School Discipline and Arrests

Developed by State Public Policy Group for

Iowa's Juvenile Justice Advisory Council
Disproportionate Minority Contact Subcommittee

Iowa Department of Human Rights
Division of Criminal and Juvenile Justice Planning
2012



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- » Wayne Clinton, Chair, Statewide DMC Subcommittee

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It is the Statewide DMC Subcommittee's hope that communities and organizations find this resource useful in ongoing work to reduce disproportionate minority contact.

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STATEWIDE DISPROPORTIONATE MINORITY CONTACT SUBCOMMITTEE

The guidance, diligence, and long-standing commitment to these issues by the Statewide DMC Subcommittee were essential in the development of the instrument.

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RATIONALE FOR APPROACH

The DMC Subcommittee determined that a relevant, practical tool be provided to Iowa's juvenile court offices, school districts, law enforcement, and communities as another way to reduce disproportionate minority contact in the school-to-court systems. Four counties were selected to be engaged in the development of the resulting instrument: Black Hawk, Johnson, Polk, and Woodbury. In addition, these counties were identified to be the pilot training sites for the initiative.

The DMC Subcommittee, with support from the Division of Criminal and Juvenile Justice Planning of the Iowa Department of Human Rights, issued a request for proposals (RFP) to solicit vendor proposals to develop a curriculum and conduct a round of training using the curriculum. The contract was awarded to State Public Policy Group (SPPG) from Des Moines, Iowa.

Like the DMC Subcommittee, SPPG's approach to development of the tool was to engage key stakeholders and community members from the four counties. More than 20 individual interviews were conducted with law enforcement officials, school and program administrators, leadership and staff of the juvenile court services, as well as members of the community. Follow-up community meetings were also conducted in each of the counties to engage in a broad discussion of the local issues.

Through the early discussion and engagement process, it became clear that any planning or training guide developed would require a non-traditional approach in contrast to typical diversity training and other required training for compliance. Key requirements identified as central to this new instrument were relevance, flexibility, and usefulness.

With these characteristics in mind, the instrument was developed in modules that can be used singly or combined with others for a training session to fit topic, time, and organizational parameters. Each module includes one hour of core content, which focuses on the specific topical goals. Using only the core content, a day-long session would incorporate seven hours of training. Also included in the guide for each module are two additional hours of activities, case studies, discussion topics, and exercises that can be used as part of the training. The sessions include video of individuals from the counties talking about the issues being covered. Module content and data are specific to the county to ensure relevance. An eighth module was developed specifically for use with the community at large.

This *School-to-Court: Local Strategies* instrument requires participants to be a part of discussions that may help individuals and organizations within systems better understand cultural differences and examine their own personal, as well as organizational, perceptions, practices, biases, and culture.

BACKGROUND OF DISPROPORTIONATE MINORITY CONTACT

The federal Juvenile Justice and Delinquency Prevention Act requires states to assess the extent to which minority youth are overrepresented in the juvenile justice system and, if minority youth are overrepresented, to implement activities to impact the issue. Minority youth comprise approximately 10 percent of all of Iowa youth, while minority youth comprise nearly one-third of the youth in Iowa's juvenile detention facilities. Overrepresentation exists at other juvenile court decision points, as well. Iowa's Juvenile Justice Advisory Council has charged a state Disproportionate Minority Contact (DMC) Subcommittee to provide oversight for Iowa's DMC effort. The initial DMC initiative was a pilot project, beginning in 1991. In a report from Caliber Associates in 1992, one recommendation was "the development and provision of cultural competency training."

In January of 2002, Iowa created its DMC Resource Center effort with The University of Iowa's National Resource Center for Family Centered Practice. The University of Iowa (The DMC Resource Center) provides technical assistance to a number of local sites and conducts an annual DMC Conference.

In response to the DMC Subcommittee and other Iowans, Governor Chet Culver issued Executive Order Number Five in 2007 to address the issue of disproportionate minority contact in Iowa.

Executive Order Number Five

PURPOSE. The Youth Race and Detention Task Force shall consider the importance of public safety and its relevance in the use of juvenile detention. Task Force discussions shall include, but are not limited to, the inappropriate or unnecessary use of secure detention; re-arrest and failure-to-appear-pending-adjudication rates for minority youth; the appropriate conditions of confinement in secure facilities; the overrepresentation of minority youth in detention facilities; and public finances necessary to sustain successful reforms regarding overrepresentation of minority youth in detention facilities.

In response to Executive Order Number Five, the Governor's Youth Race & Detention Task Force and CJJP responded in a comprehensive report published in May 2009. Among the Task Force's findings were the following.

Increasing Minority Overrepresentation in Detention – The Task Force finds that minorities have been overrepresented in Iowa's juvenile detention centers for many years and that their overrepresentation is increasing. In 2007, minority youth comprised nearly 40% of detention facility holds.

Increases in Arrests for African American Youth – The Task Force finds that arrests for African American youth have increased nearly 60% in recent years. Arrests of African American youth for simple misdemeanors, assault (49% increase) and disorderly conduct (213% increase) were offenses that influenced the increase. African American youth are arrested at a rate nearly six times higher than Caucasian youth. Increases in arrests for girls are higher than increases for boys.

Arrests of Youth in Schools – The Task Force finds that schools are a significant source of juvenile arrests. Arrest data from select metropolitan school districts reflect that minority youth comprise a significant percentage of school arrests.

Disproportionate Minority Contact Subcommittee

As a result of the report and other longstanding goals of the Committee, the Statewide DMC Subcommittee embarked on a number of aggressive initiatives to address these disparities. These include the *School-to-Court: Local Strategies* instrument.

FACILITATOR GUIDE

How to Use the School-to-Court: Local Strategies Instrument

The *School-to-Court: Local Strategies* instrument focuses on Iowa's school-to-court referral process for juveniles. It was developed to be a practical, flexible, and relevant instrument that will be used in organizational and institutional settings, in neighborhoods and the community, or as a part of presentations with civic gatherings and organizations. How individuals, organizations, or institutions specifically use the instrument will be determined based on their specific purposes and how modules may work best for them. The instrument was structured with a menu of materials, exercises, and activities that may best suit the situation or the participants taking part in any given session.

This instrument was developed for use in Iowa after working with Iowans to identify an approach that would make it appealing and apply in a variety of settings. A number of individual interviews and group discussions were conducted to hear from potential participants and facilitators regarding their community experiences and subject matter that may be included in the instrument. It was apparent that many organizations have conducted a variety of diversity and/or cultural competency trainings over recent years, are required to provide specific annual trainings, and graciously dreaded another that might fall into the same pattern. Most were looking for something that would be more useful in their own situations. Basically, it was noted, "If it is not useful, it will not be used."

School-to-Court: Local Strategies instrument is provided in a usable format with relevant content for Iowa agencies, districts, organizations, institutions, and communities. The instrument is divided into eight modules; seven modules focus on topical group training, and one module has been developed to be used more generally for community presentations.

Each of the seven topical modules presents a core, one hour of training, activities, and discussion. Provided as supplemental materials are additional content, activities, and discussion topics. Each facilitator will be able to determine how to best construct a topical session based on the time available, needs of the organization and type of participants. In all, the instrument guide provides a facilitator enough materials for at least 20 hours of training, plus material appropriate for a one-time public or community presentation.

It is important to recognize that the instrument includes data and other materials specifically relevant to each of the four counties that participated in its development. Black Hawk, Johnson, Polk, and Woodbury counties were designated as the focus of the materials by the Statewide Disproportionate Minority Contact Subcommittee (DMC Subcommittee). The data provide an important quantitative reflection of the issues around DMC and the school-to-court process. The qualitative input is reflected in the instrument through video-recorded interviews with selected individuals from each the four counties, as they provide essential perspectives directly related to the content.

Because time, cost, and availability of a designated trainer were identified as impediments to use of any instrument, this *School-to-Court: Local Strategies* instrument was designed for flexibility and does not required a formal trainer. Rather, any interested individual in an organization will be fully prepared to conduct a session using the materials included in the *School-to-Court: Local Strategies*. The materials guide facilitators through preparation for, organizing, and facilitating the modules selected for their purposes.

It is intentional that this instrument refers to a facilitator, rather than a trainer. The content leads session participants in exposure to information and discussion related to that information. Typically, the discussion focuses on the individual community, with sessions leading toward a level of greater understanding and, perhaps, some agreement on what might be adapted to be more effective in addressing school-to-court challenges systemically or in one's own organization. The facilitator guides the discussion through each module, assisting participants to stay on topic and constructively address the questions raised for their work and their community.

An Overview of the Contents

The *School-to-Court: Local Strategies* instrument provides a comprehensive, self-contained guide for a facilitator to conduct a successful session or series of sessions. The content is briefly described in this annotated Table of Contents.

Acknowledgements – Offers thanks and credit to those responsible for and contributing to this work.

Statewide Disproportionate Minority Contact Subcommittee – Lists and credits the DMC Subcommittee as the impetus to creating this instrument and guide.

Rationale for the Approach – Describes the process leading to development of this approach to the DMC training sessions.

Background of Disproportionate Minority Contact – Provides background information on disproportionate minority contact in Iowa and efforts to address related issues, specifically through Iowa Department of Human Rights, Criminal and Juvenile Justice Planning Division.

Facilitator Guidance – Gives a facilitator an overview of the instrument, its context, its content, and specific steps to prepare to facilitate content sessions.

How to Use the *School-to-Court: Local Strategies* instrument

Overview of the Contents

Facilitator Guide Design and Tools

Organizing the Training Sessions

Module 1 – Disproportionate Minority Contact in a Historical Context

This is an introductory session to lay the groundwork to present and discuss the instrument's purpose as it relates to individuals, as well as organizational policy and practice. This module will include historical information on the community's minority cultures and contributions, as well as a historical reflection of the DMC initiative and statistics over the last 20 years. A self-assessment reflecting cultural understanding is a part of the module.

Module 2 – The School-to-Court Process

This module provides an opportunity to provide a clear explanation and discussion of the school-to-court referral process. This module is particularly focused for individuals and organizations within the system, that is, education, law enforcement, and juvenile court. Participants will discuss and compare practices and policies in their own organization and the goals and challenges of complicated situations.

Module 3 – Data and Trends: Iowa and Local

The improvement or stagnation of progress in reducing disproportionate minority contact is measured by data. The use of data as a tool is examined in this module. This module presents state and county data, looking at the most recent statistics available, as well as historical data. While cultural understanding for all is the ultimate goal, the data that show improvement and success are the bottom-line measurement.

Module 4 – Impact on Kids Now and in the Future

The fundamental purpose of this instrument is to aid in examining the link between disproportionate minority contact in the school-to-court process and the young people that it may affect. This module will address impacts on students, now and in the future, and the reality of incarceration, detention, or juvenile court records. Attention in this module will be given to how practices and policies might alleviate these realities.

Module 5 – Current Initiatives to Address Disproportionate Minority Contact in This Community

There are ongoing DMC initiatives in Iowa's counties and communities. In this module local initiative leaders can present or lead discussions, and participants will take a look at the successes and challenges through these initiatives and in the community. Special attention will be given to how the community engages constructively with the school-to-court process.

Module 6 – Family and Community Engagement

Disproportionate minority contact significantly affects families and minority communities. This module revolves around family and community engagement, communications, and understanding cultural differences. It focuses on techniques, practices, opportunities, local issues, and cultural communication practices to engage families and communities in support of individuals and youth in need.

Module 7 – Sustained Focus to Strengthen Family and School-to-Court Services

Sustaining any program, initiative, or practice over time is always a challenge, particularly in complex systems that deal with youth and families in need. Newly realized awareness and enthusiasm that may come as a result of training or shared discussion often wanes as people go back to work and into a familiar routine. The same can be said for difficulty in strengthening families and addressing family dysfunction. This module focuses on implementing individual and organizational behavior change, maintaining effective practices, and ongoing attention to DMC within and among institutions and the community.

Module 8 – The Challenges of Disproportionate Minority Contact in This Community

This module is designed to be used as a presentation or facilitated discussion with civic and community organizations. A PowerPoint presentation serves as a guide to DMC issues, data, and current programs and initiatives in the community and why DMC matters. It also includes a brief section on the cultural history of the community.

Supplemental Materials – Each module contains information and guidance to deliver a one-hour facilitated session. In addition, this section includes supplementary content, activities, discussion topics, and other options that can be used to expand a module to provide greater focus on that area. Use of the supplemental materials is optional and largely dependent on time available and topical relevance in a community.

Resources and Bibliography – Links and sources of additional information are included to assist the facilitator in learning more about DMC.

Facilitator Guide Design and Tools

This section of the Facilitator Guide provides session leaders with direction on how to effectively use the instrument content and materials.

The design of the guide is intended to be intuitive, requiring little advance study time to be a successful facilitator. Any individual with interest in the subject matter, enjoyment of working with other kinds of organizations and perspectives, and understanding of collaboration for a shared benefit will be a successful facilitator.

Modules were designed to assist participants in achieving competencies developed for the instrument. Relevant competencies are associated with each module and are listed here. Facilitators are encouraged to include the seven core modules in training. If time does not allow inclusion of all seven, this list of competencies can guide facilitation in customizing a session to fit the participants' needs.

Cultural Understanding and Competency Curriculum

Core Competencies by Module

Module 1 – Disproportionate Minority Contact in a Historical Context

- 1.1 Participants understand how history has lasting impact on cultures in Iowa and specific counties.
- 1.2 Participants understand the role of individuals' assumptions in cultural bias by individuals and organizations.
- 1.3 Participants are aware of stereotyping and its impacts on others and their community.

Module 2 – The School-to-Court Process

- 2.1 Participants understand the role of each organization as related to the school-to-court process.
- 2.2 Participants gain a common understanding and agreement on the school-to-court process in their community, particularly as it relates to bias and disproportionality.
- 2.3 Participants agree upon strategies to enhance functioning of the school-to-court process in their community to reduce bias and disproportionality.

Module 3 – Data and Trends: Iowa and Local

- 3.1 Participants have a greater understanding of the value and meaning of specific data to guide strategies for reducing bias and disproportionality.
- 3.2 Participants understand the demographic history of their community and how it relates to bias and disproportionality.
- 3.3 Participants use data appropriately to develop strategies and plans for reduction of bias and disproportionality in the school-to court-process.

Module 4 – Impact on Kids Now and in the Future

- 4.1 Participants understand short-term and long-term impacts of a juvenile record on the individual.
- 4.2 Participants understand the relationships and dynamics of a youth in the school-to-court system with the youth's parents, family, and community.
- 4.3 Participants understand organizational and systemic strategies to mitigate short- and long-term impacts on a juvenile or her/his juvenile record.

Module 5 – Current Initiatives to Address Disproportionate Minority Contact in This Community

- 5.1 Participants are aware of activities, organizations, and initiatives in the community and state to address disproportionate minority contact.
- 5.2 Participants gain a common understanding of the practical meaning of disproportionate minority contact for juveniles, the community, and the school-to-court system.
- 5.3 Participants understand how the Cultural Competency Continuum applies to organizations and individuals' behavior as a part of that organization.

Module 6 – Family and Community Engagement

- 6.1 Participants understand why family and community involvement in school-to-court issues is difficult to motivate.
- 6.2 Participants understand the relationships among relevant spheres of influence in the community.
- 6.3 Participants develop common strategies for effective family and community engagement in individual and system DMC and bias issues.

Module 7 – Sustained Focus to Strengthen Family and School-to-Court Services

- 7.1 Participants develop a common commitment to implementing strategies identified in the sessions.
- 7.2 Participants identify likely barriers and how to mitigate or overcome them in implementing strategies.
- 7.3 Participants demonstrate commitment to sustained efforts through a plan of action for reducing bias and disproportionate minority contact involving each organization and its staff.

In the sections for each module, the facilitator information and the session content information are presented in a side-by-side format for simplicity and ease of facilitation. The narrower, left-side column contains information, guidance, and prompts for the facilitator. The wider, right-side column contains the content material to be delivered to the participants. Each page has a footer that identifies the module number, module title, and page number.

Icons are utilized to aid facilitators in quickly finding certain types of information on the left side columns. Icons are symbols representing session elements such as PowerPoint use, participant activities, videos, and tips for prompting additional discussion.

Participant handouts for each module are included at the end of the one-hour content guide. Facilitators simply need to photocopy or print from the enclosed CD the necessary handouts. Handouts also have a footer that identifies the module and section of the instrument in which it is used to assist the facilitator in identifying the correct items.

Supplemental materials are included in a separate section toward the end of the Facilitator Guide. A list of the supplemental activities is the first page of this section. For groups wishing to concentrate more time on a particular module, additional activities are found in this section.

A glossary of terms and acronyms is included in the Supplemental Materials.

A Resources and Bibliography section is the final section of the Facilitator Guide. Included are a number of resources used in developing this instrument as well as many recommended by individuals involved with the project. Links are provided to data sources, allowing facilitators access to current data as time passes. This section is not intended to be exhaustive, but to support the types of efforts consistent with this instrument.

Organizing the Sessions

This section of the Facilitator Guide provides information helpful to organizers and facilitators of sessions.

Often it is the facilitator who is also responsible for organizing the training session as well as leading it. If there are others available to assist, be sure that each person knows her/his responsibilities and use a checklist to ensure all preparations have been finalized and confirmed. Be sure the facilitator knows who is the “ultimate decision maker” regarding all aspects of the session.

Logistical Organizing

Logistical preparation will make or break a session. Preparation is about anticipating all angles of a session, participant group, and outcome. The following will need to be determined and logistics arranged.

- » **Who should be invited to the sessions?** Ideally, participation will be strong from the schools, law enforcement, and Juvenile Court Services. Other related agencies and organizations are certainly welcome; however, all must have some role in the school-to-court process and support services. A group of 10 – 15 is ideal; 20 can typically be accommodated effectively.
- » **When will the sessions be held and for how long?** Avoid Mondays and Fridays if possible. Calendars for prospective invitee organizations should be checked in advance for potential conflicts. The core instrument is designed for seven one-hour sessions. To complete it in one day, it is suggested that an 8:00 am – 4:30 pm schedule be planned, allowing for arrival, breaks, and lunch. A suggested schedule is included in this section.

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- » **Where will the session be held?** Consider your budget, accessibility, parking options, room size, and request a room with windows if available. “Neutral ground” is desirable if there are control or other ongoing concerns among participating groups. Space is often available free or at low cost at public libraries or community colleges.
 - » **Who will issue the invitations and receive the registrations?** Determine the best way to invite prospective participants to increase their likelihood of attending. Invitations should be issued at least three weeks in advance. Invitations should be provided in writing, either electronic or hard copy, to allow people to retain the information. Phone or personal reminders will likely be necessary.

Other logistics need to be arranged once these initial decisions are made. Additional logistical requirements include the following.

- » Develop a list to track registrants and conduct follow up activities.
- » Provide reminders to unregistered invitee and a map and driving directions to all.
- » Choose the room arrangement. Arrange the room for participants at crescent-round tables or rectangular tables so that 5 – 7 people can be seated together for small group work. Chairs should be positioned so all participants can easily see the screen or charts. Tables should be spaced to allow the facilitator to easily move around the room and between tables. Place a table at the front of the room for the facilitator’s materials. A classroom style arrangement is NOT recommended for these sessions.
- » Request or arrange for a separate AV cart.
- » Request or bring necessary equipment such as laptops, LCD projector, speakers for audio, chart packs and markers, extension cords, and ensure software versions on equipment are compatible with the files to be used.
- » Test equipment and software that will be used at the session in advance of the date of the session.
- » Finalize and copy the session schedule.
- » Determine necessary handouts and make copies for participants.
- » Prepare a sign-in sheet for participants.
- » Create name tents for participants and the facilitator, if possible.
- » Order lunch and refreshments, if necessary.

As a facilitator prepares for the training, she/he should be sure to take time to think about how to organize the PowerPoint presentations, handouts, and video clips to be easily available. All files are found on the CD and DVD provided with each instrument binder. The following information and suggestions may optimize the speed and transition time during the facilitated sessions.

- » PowerPoint Presentations from CD
 - Copy the PowerPoint presentations for the necessary modules from the CD to the laptop’s hard drive. This will typically include Modules 1 through 7.
 - Modify and save the PowerPoint presentations on the computer.
- » Personalize the introductory slides as needed for a particular session.

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- » Hide slides of information pertaining to counties other than the county of the participants.
 - » Save the modified versions or transfer these files to the laptop or flash drive to be used at the session.
 - If preparing for a community presentation using Module 8, copy the file from the CD to the laptop and modify appropriately, saving the modified presentation on the laptop or flash drive.
 - » Video Clips from DVD
 - The video clips located on the DVD are organized by module. The video clips are also referenced in the module guide for additional reference as to identity of the speaker and placement in the session.
 - Note that the clips are NOT embedded in the PowerPoint presentations, but the facilitator will need to switch from PowerPoint to the video player software at the appropriate times. (Embedding the video makes the files sizes unnecessarily large and may create problems for some computers.)
 - » Handouts from CD
 - Handouts for Modules 1 through 7 are located on the CD included in the binder.
 - Handouts include items that may also be included as slides in the PowerPoint presentation. A review of this material is suggested well in advance of the session.
 - Certain handouts need to be printed for distribution in participant packets.

On the day of the training, with the laptop, projector, and speakers set up, do the following:

- » If video clips are operating from a flash drive, insert the flash drive and open the video clip files that will be needed for the day. (Note: clips may operate more quickly if they are copied to the desktop, but that will require a good deal of memory.)
- » Open the video software and test the sound using one of the clips for the session. Adjust speaker volume as needed.
- » Minimize the video clip files for easy access throughout the day.
- » Open the PowerPoint presentations needed for the modules that will be presented during the day.
- » Minimize all the presentations except the file for the first module of the day.

Considerations for Facilitator Preparation

Facilitators may benefit from one or more of the following tools for preparing for their sessions. The job of the facilitator/trainer is to assist participants in working together through discussions specifically related to school-to-court processes and the issues of disproportionality in that process. An important goal is that participants emerge from the training session with insights, tools, and options for reducing disproportionate minority contact through adaptations in organizational and/or individual culture, behaviors, or policy.

One element of a facilitator's preparation for the sessions is to become familiar with those specific organizations and their missions. This may be accomplished through direct contact, previous experience with an organization, or simple research regarding the organization. Additional information that may provide helpful background is to learn a bit about programs and partnerships with which they are involved.

A facilitator of this content will draw upon her/his own broad range of experience, interest, and style. While adhering to the instrument's competencies and guidance, it is important that the facilitator/trainer conduct sessions in accordance with her/his individual teaching styles. The Facilitator Guide and instructions for delivering each module will not overshadow the personality and style of the facilitator. Rather, the facilitator should use her/his style to deliver the content effectively.

In preparing for the session, give thought not only to the logistics, content, and materials, but also to one's own role as facilitator/trainer of this instrument. Consider personal strengths and weaknesses as a facilitator/trainer and develop a style to play to individual strengths.

Before reading further in this guidance, a facilitator/trainer may want to complete the Facilitator Self-Assessment provided at the end of this section/on page. This simple seven-question assessment will guide a facilitator in thinking through her/his attitudes and approaches to working with a group.

The fundamental practices of effective facilitation apply in this instrument. Those include the facilitator's responsibility to engage every participant appropriately in the discussions and activities. All participants have something to contribute, and the facilitator's job is to sense and identify how individual participants are relating to the content and to acknowledge and encourage their participation accordingly. The facilitator also has the primary responsibility for tying the concepts and comments together, bridging many individual thoughts into a reflection of those comments as a whole. This is one way to check back with the group to be sure their views were communicated accurately. Finally, and very important, is the responsibility of the facilitator to keep the session moving along, monitoring allotted time, and managing the day so that the agreed-upon end time is achieved.

One's image and credibility as a facilitator/trainer can be established through certain early actions on the day of the session. The facilitator/trainer will set the tone and training environment by:

- » Dressing professionally and appropriately, demonstrating the serious commitment to the work to be done.
- » Being early to the session site and setting up prior to arrival of participants.
- » Being in charge of the session.
- » Welcoming people and getting them ready to participate actively.
- » Recognizing the importance of one's own role and responsibility as facilitator/trainer.
- » Being fully prepared.

It is typical that the participant group will develop a group personality that is a reflection of all the individual personalities within the group. It is important that the facilitator/trainer understand and respect the individuals and the group personality. It is clear that individuals in the group each have strengths and weaknesses and the facilitator/trainer can take the following steps to assist in building the ability for the group to work together:

- » Know who is in the group and analyze who is there and any previous involvement.
- » Take responsibility to develop the facilitator/participant relationship.
- » Avoid making assumptions about participants.
- » Avoid stereotypical thinking – either organizationally or individually.
- » Acknowledge the validity of participants' feelings, experiences, and ideas.

It is sometimes difficult to draw people into a discussion or activity, particularly early in a session. To help engage individuals in the sessions, a facilitator/trainer might try to:

- » Establish a personal relationship, comfort, and trust with each participant and the group.
- » Engage participants to share their relevant experiences.
- » Move among participants and make individual contact.
- » Call on everyone to contribute to the discussion early in the session.
- » Manage participation so nobody dominates or takes over the floor.
- » Challenge participants to stretch their thinking.
- » Use a variety of teaching techniques and aids, and mix them up frequently.
- » Relate the content of the session to participants' experiences.

Adults process information and learn in different ways, yet it is important to adapt the facilitator/trainer style to accommodate those who learn in each of these ways:

- » Hearing
- » Reading
- » Doing
- » Seeing
- » Touching
- » Talking
- » Observing

There are some Do's and Don'ts to facilitating any session to make it more productive for all. A facilitator/trainer's attitude and demeanor directly affect the response of the participants. Consider the following do's and don'ts.

DO...

- » Speak clearly.
- » Listen carefully to participants.
- » Make eye contact with the group and individuals.
- » Enjoy leading the session (or at least ACT the part).
- » Walk among the participants.
- » Talk directly to individuals.
- » Observe time constraints.
- » Make sure everyone participates.
- » Keep it interesting and varied.
- » Use humor when appropriate – and only when appropriate.

DON'T...

- » Read everything from the guidance; speak to people.
- » Use the podium or table as a personal barrier between the facilitator/trainer and the group.
- » Sit during the session; keep the focus of participants by moving around.
- » Allow one or two people to dominate the session, activity, or discussion.
- » Overlook and pre-judge certain individuals.
- » Discount the importance of what is occurring at the session.
- » Forget to ask questions.

In addition, flexibility on the part of the facilitator/trainer is critical to the effectiveness of the session. If an approach is not working, another approach needs to be used to get the content across. The facilitator can assess her/his effectiveness throughout the session by asking key questions to check for understanding or agreement on critical points. Enthusiasm and participation levels are also good indicators of whether content is being effectively delivered. Break and lunch times provide good opportunities to visit informally with individuals to gauge the progress and satisfaction of participants.

Objectivity is one of the finer points of a facilitator's skills. A facilitator helps people to think through what they want and how to organize themselves to get it done. This is one of the primary reasons that the *School-to-Court: Local Strategies* instrument refers to session leaders as facilitators. This instrument is primarily about supporting participants to look at guidance, talk among themselves, and work through questions and issues to improve the school-to-court process and the outcomes for the youth involved.

With that in mind, the objectivity of the facilitator/trainer deserves attention as the facilitator prepares for the session. The objectivity of a facilitator is critical to the group process. Facilitator objectivity:

- » Fosters trust in the facilitator and the purpose of the session.
- » Frees participants to contribute their views openly.
- » Assures balanced airing of all perspectives and issues.
- » Protects out-of-mainstream thinkers from any routine dismissal of the merit of their ideas.
- » Mitigates impacts of participant personalities on the process.

Objectivity includes:

- » Expressing no personal bias or opinion regarding the subject and issues being discussed.
- » Showing no favoritism or bias toward or against any individuals.
- » Carrying no point of view on behalf of any outside organization (a client or funder) that is imposed upon participants.

Barriers to objectivity of the facilitator include:

- » Personal opinion.
- » Expert knowledge of the facilitator far exceeding a lesser or "naïve" knowledge level of participants.

-
- » Personalities or behaviors of individual participants.
 - » Opinions of participants.
 - » Group dynamics.
 - » Expectations of an outside organization (a client or funder) for the results to fall into line with their priorities.

Groups expect their facilitator to maintain objectivity and they often look for signs of success or failure on the part of the facilitator. Individuals tend to judge the overall value of the session by the trust and respect they develop for the facilitator. These impressions and judgments stay with the group long – sometimes for years – after the session is over.

There are steps a facilitator can take to help maintain objectivity in a session.

- » Be sure to discuss the process with the client or funder to communicate the role as an objective facilitator. Make clear the expectation to elicit a straightforward and realistic result from the session participants that reflects their own thinking.
- » Place consideration of the facilitator's personal opinions off limits during planning and conducting the session.
- » Use techniques to manage difficult people and group dynamics.
- » Don't take the discussion of participants personally.

There is often a fine line between the facilitating technique of providing information that will assist the group in its purpose and expressing opinions that will influence the group discussion and decisions.

- » Providing information or data to help the group in its process is a necessary part of a facilitator's role.
- » Information provided must not be in the form of biased data, stated opinion, or other means that may bias the process and result.

Effectively dealing with difficult issues and difficult people is critical for the success of a session. A facilitator would not be necessary if these discussions were easy. The value of bringing a broad range of individuals together is to create opportunity for discourse and new solutions. When a specific goal must be achieved in a session, it usually involves multiple viewpoints and controversial, complex, or challenging issues. Because of these characteristics, it should be expected that the discussion will involve difficult issues and/or difficult people. Adequate preparation and the ability to utilize specific techniques will ensure that the facilitator has the necessary background, skills, and tools to lead a discussion that produces the desired outcome.

Difficult People

To successfully deal with difficult or unpredictable people, a combination of verbal and physical techniques may be employed by the facilitator. It is important to know and accept that varied personalities are a normal part of every group. Following is a list of different behaviors that are often exhibited by participants in a facilitated discussion, along with suggested techniques for managing these individuals and ensuring that they positively contribute to the discussion.

Egomaniac – Acknowledge accomplishments or expertise and then move on; use humor to gently stifle the comments if the behavior persists.

Meek, silent type – Encourage participation by finding this person's area of expertise and turning to him or her for "help" in the discussion.

Passive aggressive type – Often contradicts himself during the session; call him out on the contradiction each time he does it by asking second and third questions to expose the contradictions.

Everyone's friend; agrees to everything – Ask a pointed question that will force the individual to take a stand on an important issue; use humor to question the “good guy” image.

Negative pessimist – Expresses that nothing said or suggested could possibly work or be a move in the right direction. Ask the pessimist specifically why an idea would not work. If she or he persists, ask what the individual would do instead to be successful, and probe as deep as necessary until the individual provides a specific answer. Allow others in the group to discuss the response.

Non-participant – Call on the person by name to equalize opportunity for participation; if an individual decides not to contribute, let him know that his choice to remain silent will indicate that his point of view or that of his organization cannot be reflected in the results of the session.

Loud, aggressive type – Keep mental notes of how often and how long the person talks, and interrupt him if necessary to allow others to have the floor. Use gentle humor to control. “I know you’re really shy, Harry, but it’s about time you give someone else a chance to talk.”

Whisperer and side conversationalist – On first offense, ask all participants to listen to the conversation so they don’t miss an important point. If behavior persists, ask the offending individuals to share their conversation so everyone can hear their points and so they can be part of the greater discussion.

Physical techniques to handle difficult people include the following.

- » Utilize the room set-up to engage participants in an open, equitable, and welcoming discussion.
- » Physical presence is key to establishing control of the discussion. Never stand behind a podium. Only sit down under special circumstances.
- » The facilitator should walk among participants in the room. If an individual is dominating the conversation, move close to that person. Entering that individual’s space should establish that the facilitator is in control of the discussion.

Difficult Issues

Difficult issues are likely to arise in the discussions in the *School-to-Court: Local Strategies* sessions. These issues may be a result of the subject matter, current status, group dynamics, or jurisdictional, political, or other organizational issues among participants or the organizations they represent. Following are a list of issues and dynamics along with techniques to address or overcome these issues in a facilitated discussion.

Group think – The phenomenon when individuals all agree without significant thought or discussion may indicate a “group think” or “piling on” mentality. If there is a tendency for “group think” to set in, provide each participant with paper and pen. Have each individual write down his/her response to the question or note a comment prior to anyone speaking aloud. Call upon individuals to report what they wrote – not to discuss what another person has said. The facilitator may also ask second and third questions of individuals to see if the position taken is solid. Identify any nuances or alternate positions and elicit further discussion on those points.

Organizational politics – Organizational politics may be closely related to the culture of the organization, its hierarchy, competition, and other factors that may be personal to some participants. Be aware of these issues and work around them

in your session. In general, organizational issues do not need to be discussed in the session unless this is included in the activities of the module.

Partisan politics and relationships between jurisdictions – Facilitators frequently work in the context of jurisdictional and partisan politics. Learn about political issues prior to going to the session through discussion and preparation with the person in charge of the session and, if appropriate, through interviews with key stakeholders. Facilitators need to understand but not interfere in the political issues. If severe enough that it is preventing progress in the session, state the obvious, “It appears there are side issues at play here, so let’s identify them so we will be able to set them aside.” If the political issues are actually relevant to the goals of the session, incorporate that element into your facilitated session and reflect the results at the close of the session.

General techniques for dealing with difficult issues include the following.

- » Adequate preparation for facilitation will ensure that the facilitator is aware of difficult issues before the facilitation. Preparation should include discussions with the person in charge and may also include confidential interviews with key stakeholders.
- » The facilitator should work to reduce discussion by participants that reflects on individual performance and responsibility.
- » Approach difficult issues in stages. Facilitate the group in mapping out the issue or situation in only its major parts. Take on one part at a time until all have been addressed.
- » Ensure expertise is available from participants or resource people.

With incorporation of the thoughts provided in this facilitator guidance, participants in the *School-to-Court: Local Strategies* instrument will be successful in engaging in meaningful and useful discussions and activities. Concerns about disproportionality in the school-to-court process brought the stakeholders together. The results of the day-long facilitated sessions can be the foundation of continued progress to get to the root of disproportionality and begin to adjust the organizational and individual cultures, perceptions, behaviors, and policies.

[sample one-day schedule]

SCHOOL-TO-COURT: LOCAL STRATEGIES

Day, Month XX, 20XX

8:00 am – 4:30 pm

Room

Address

8:00 Introductions and Overview of the Day

8:15 Module 1 – Disproportionate Minority Contact in a Historical Context

9:15 Module 2 – The School-to-court Process

10:15 **Break**

10:30 Module 3 – Data and Trends: Iowa and Local

11:30 Module 4 – Impact on Kids Now and in the Future

12:30 **Lunch**

1:00 Module 5 – Current Initiatives to Address Disproportionate Minority Contact in This Community

2:00 **Break**

2:15 Module 6 – Family and Community Engagement

3:15 Module 7 – Sustained Focus to Strengthen Family and School-to-Court Services

4:15 Wrap Up

4:30 Session Ends

Facilitator/Trainer Self-Assessment

Think about yourself as the facilitator/trainer in the following statements. Circle the letter of the response that most closely reflects your views. Then reflect on how your views might come into play when facilitating the *School-to-Court: Local Strategies* instrument.

1. When there is an opportunity to facilitate, I ...

- A. Will do it if it's something I know about and feel confident on the subject.
- B. Pretend I don't know anything about it and hope nobody notices me.
- C. Am always the first to volunteer to take the lead and run the show.
- D. See it as a chance to travel and see the countryside.

2. When I'm getting ready to facilitate a session, I pay attention to...

- A. Who will be in the group and how they get along with each other.
- B. What I will wear that day.
- C. The political topics of interest to the participants.
- D. Proofreading my handouts.

3. In planning the agenda for the day, I try to ...

- A. Stretch the discussion to fill the time assigned to the session.
- B. Talk to the "boss" to find out exactly what she wants as a result.
- C. Include something for everyone.
- D. Schedule the session for a Friday afternoon.

4. I get in front of a group and...

- A. Perform.
- B. Babble on and on and on.
- C. Expect people to do what I tell them to do.
- D. Try not to let the group see my knees shaking.

5. My favorite technique is ...

- A. Using data to set the stage and focus the discussion.
- B. Keeping the discussion moving along at a rapid pace.
- C. Using exercises and games to make my points.
- D. Telling stories about my experiences.

6. By the time I finish facilitating...

- A. We have all the information we need to put our plans into action.
- B. I need to get away and relax.
- C. Everyone likes everyone else more than when we started.
- D. The group knows what I think about the subject.

7. In every group I've ever facilitated, ...

- A. There is an obnoxious person who makes everything hard.
- B. Participants are more interested in food and breaks than the topic.
- C. The time flies by and we never get done.
- D. Other people in the room know more than I do.

School-to-Court: Local Strategies

Evaluation

Please complete this evaluation to provide feedback to the sponsors of the session. Thank you.

Date of Session: _____

The length of the session was: too short about right too long

The training facility was: less than adequate adequate more than adequate

Please mark the sessions offered and the value of those sessions to you.

☐ **Module 1: Disproportionate Minority Contact in a Historical Context**

1.1 Participants understand how history has lasting impact on cultures in Iowa and specific counties.

Little or no growth/change Some growth/change Much growth/change

1.2 Participants understand the role of individuals' assumptions in cultural bias by individuals and organizations.

Little or no growth/change Some growth/change Much growth/change

1.3 Participants are aware of stereotyping and its impacts on others and their community.

Little or no growth/change Some growth/change Much growth/change

☐ **Module 2: The School-to-Court Process**

2.1 Participants understand the role of each organization as related to the school-to-court process.

Little or no growth/change Some growth/change Much growth/change

2.2 Participants gain a common understanding and agreement on the school-to-court process in their community, particularly as it relates to bias and disproportionality.

Little or no growth/change Some growth/change Much growth/change

2.3 Participants agree upon strategies to enhance functioning of the school-to-court process in their community to reduce bias and disproportionality.

Little or no growth/change Some growth/change Much growth/change

☐ **Module 3: Data and Trends: Iowa and Local**

- 3.1 Participants have a greater understanding of the value and meaning of specific data to guide strategies for reducing bias and disproportionality.

Little or no growth/change Some growth/change Much growth/change

- 3.2 Participants understand the demographic and economic history of their community and how it relates to bias and disproportionality.

Little or no growth/change Some growth/change Much growth/change

- 3.3 Participants use data appropriately to develop strategies and plans for reduction of bias and disproportionality in the school-to-court process.

Little or no growth/change Some growth/change Much growth/change

☐ **Module 4: Impact on Kids Now and in the Future**

- 4.1 Participants understand short-term and long-term impacts of a juvenile record on the individual.

Little or no growth/change Some growth/change Much growth/change

- 4.2 Participants understand the relationships and dynamics of a youth in the school-to-court system with the youth's parents, family, and community.

Little or no growth/change Some growth/change Much growth/change

- 4.3 Participants understand organizational and systemic strategies to mitigate short- and long-term impacts on a juvenile or her/his juvenile record.

Little or no growth/change Some growth/change Much growth/change

☐ **Module 5: Current Initiatives to Address Disproportionate Minority Contact in This Community**

- 5.1 Participants are aware of activities, organizations, and initiatives in the community and state to address disproportionate minority contact.

Little or no growth/change Some growth/change Much growth/change

- 5.2 Participants gain a common understanding of the practical meaning of disproportionate minority contact for juveniles, the community, and the school-to-court system.

Little or no growth/change Some growth/change Much growth/change

- 5.3 Participants understand how the Cultural Competency Continuum applies to organizations and individuals' behavior as a part of that organization.

Little or no growth/change Some growth/change Much growth/change

☐ **Module 6: Family and Community Engagement**

6.1 Participants understand why family and community involvement in school-to-court issues is difficult to motivate.

Little or no growth/change Some growth/change Much growth/change

6.2 Participants understand the relationships among relevant spheres of influence in the community.

Little or no growth/change Some growth/change Much growth/change

6.3 Participants develop common strategies for effective family and community engagement in individual and system DMC and bias issues.

Little or no growth/change Some growth/change Much growth/change

☐ **Module 7: Sustained Focus to Strengthen Family and School-to-court Services**

7.1 Participants develop a common commitment to implementing strategies identified in the sessions.

Little or no growth/change Some growth/change Much growth/change

7.2 Participants identify likely barriers and how to mitigate or overcome them in implementing strategies.

Little or no growth/change Some growth/change Much growth/change

7.3 Participants demonstrate commitment to sustained efforts through a plan of action for reducing bias and disproportionate minority contact involving each organization and its staff.

Little or no growth/change Some growth/change Much growth/change

Overall value of the session: *Little or no growth/change* *Some growth/change* *Much growth/change*

Please offer any additional comments:

Thank you for your participation.

Module One

DISPROPORTIONATE MINORITY CONTACT IN A HISTORICAL CONTEXT

Module Description

This is an introductory session to lay the groundwork to present and discuss the instrument's purpose as it relates to individuals, as well as organizational policy and practice. This module will include historical information on the community's minority cultures and contributions, as well as a historical reflection of the DMC initiative and statistics over the last 20 years. A self-assessment reflecting cultural understanding and sensitivity is a part of the module. Two activities that are relevant to this module are also included.

Module 1 Competencies

- » Participants understand how history has lasting impact on cultures in Iowa and specific counties.
- » Participants understand the role of individuals' assumptions in cultural bias by individuals and organizations.
- » Participants are aware of stereotyping and its impacts on others and their community.

MODULE 1

DISPROPORTIONATE MINORITY CONTACT IN A HISTORICAL CONTEXT



One Hour

Supplies for Module 1

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 1 PowerPoint presentation
- Easel pad with markers and tape
- Blank piece of paper for each participant
- Handouts:
 - Copies of Self-Assessment
 - Copies of the historical quizzes for each participant (Iowa, Latino, Asian, and appropriate county)

Briefly summarize your background and work.

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

I. Welcome to the School-to-Court: Local Strategies Session

A. I'm _____ representing _____ and will be the facilitator of today's discussion.



See the
Facilitator
Guidance
Section for a
list and description of
all the modules.



Keep
introductions
to less than
15 minutes.

B. School-to-Court: Local Strategies' core content is included in seven one-hour modules.

1. Our focus is on cultural understanding as it relates to the school-to-court process in our county.
2. Today, we are focusing on the following modules: (short titles of modules)

C. A bit of housekeeping:

1. The restrooms are (location) and we will be taking a short break at (time).
2. Lunch (or snacks) will be available at around (time)
3. We will be wrapping up the day's session at (time)

D. Please introduce yourself and give us your role in your organization or the community (judge, parent, vice principal, etc.)

E. Are there any questions or quick comments?

1. I want to note, as the facilitator, it is my job to move along and keep the discussion flowing, as well as stay on time.
2. Today's work is to address the issue of cultural understanding in our community, as well as look within our own behavior and the organizational behavior of the organizations in which you work.

Definitions of cultural competency and understanding may differ slightly.

We chose this definition because it reflects an approach to cultural understanding and competence at the organizational level.

II. First, I would like to make a quick clarification regarding DMC and cultural understanding.

- A. This is not diversity training.
- B. To differentiate – just a couple of comments on cultural understanding and cultural competency – let me read a definition.
- C. *“Cultural competency is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or professionals to work effectively in cross-cultural situations.”* (Cross, Bazron, Dennis, & Ivory)

1. Cultural competence is not achieved through words alone, but through knowledge and the application of that knowledge.
2. The most important ingredient in cultural competence is self knowledge.
3. And another key ingredient in cultural competence is one’s experience.
 - a. One cannot learn about people or culture exclusively through books, movies, videos, Internet research, or classes or trainings.
 - b. The best teacher is firsthand experience with a culture.

Optional discussion topic:

You may have heard about “cultural immersion” as the best way to learn a culture. Living in Paris or Moscow would definitely help you understand why the French or Russians are what they are. Has anyone ever lived in another country? Comments?



Handout
Self-
Assessment

4. For the focus we have on the school-to-court process, it's important to add the agency or institution's experience, knowledge, and behaviors as well.
 - a. Each of you is acting as part of a larger organization or system that has its own behaviors, attitudes, and policies.
 - b. This means you have the ability to influence the system, too.
5. And finally, cultural competence does not exist without demonstrated positive change in the real life environment.
 - a. That means in an individual's behavior, as well.
 - b. And it also means in the way an organization or institution establishes its own environment and culture.

III. Again, the most important ingredient in cultural understanding is one's experience as an individual or as part of your daily work in your agency/organization/district.

- A. To allow each of you to gauge your own scale of cultural understanding, I'm going to hand each of you a short self-assessment.



Allow 7-8
minutes to
complete

Carefully probe into
why, if people said it
was difficult or a bit
surprising.

1. We are NOT going to ask you to tell others how you answered; this is about you and for you to consider.
2. I would ask that you genuinely respond, understanding that most often your first instinct is most often the answer.
3. I am sure you are aware that self-reflection is essential as we work to address cultural understanding.

B. Now that you have completed the self-assessment questionnaire, let's spend just a few minutes discussing your reaction.

1. Please quickly look over these questions and your responses again.
2. I am not asking for a report, but were there questions that were confusing, redundant, or perhaps seemed tricky to you?
3. Was this difficult to complete?
4. Were you surprised with how you rated yourself?
5. How does this assessment fit with what we're here for?
6. Do you have any other comments before we move on?

IV. As a state Iowa has historically been and continues to be welcoming of those with many cultures and races.



Supplemental Materials:

Discussion of Iowa's tradition of accepting people of many cultures can be supplemented by the handout titled "Selected Highlights of Immigration in Iowa History."

- A. Numbers African Americans moved to Iowa beginning in the 1840s, primarily seeking work in mines, on riverboats, and on the railroad.
- B. Iowa has many fourth and fifth generation Latino immigrants.
 - 1. Farm workers and railroad workers began coming to Iowa in the 1920s.
 - 2. In the 1970s Latino immigrants were also political refugees from Central America.
 - 3. Latino immigration in the last few decades has been motivated by people seeking jobs and ways to support and educate their families.
- C. Asian and Pacific Islander populations increased dramatically as Iowa's Governor Ray initiated the policy of accepting Southeast Asian refugees from the Vietnam War in the 1970s.
 - 1. This "Boat Lift" project brought Iowa's acceptance of other cultures to the national spotlight.
 - 2. As a result of this policy, Iowa is the only state in the nation with a part of state government dedicated to assistance of refugees: Iowa Department of Human Services Bureau of Refugee Services.
- D. It is important in working to understand cultures that there are often significant differences in the immigrant and refugee populations. Not only are circumstances very different, but legal status is as well.
- E. This big picture of Iowa's history in accepting immigrants and refugees impacts our cultural awareness and understanding as we deal with youth in school-to-court processes.

Use one or both of the exercises included in IV and V as time allows. Both encourage personal reflection.

Select and read at least three of these statements aloud. These are intended to be overstated to drive home some points and stimulate discussion.

V. Perhaps we have all heard comments from individuals in the dominant white culture that demonstrate cultural insensitivity or just plain ignorance.

- A. Listen as I read a few comments that may sound familiar to you.
- B. Remember your thoughts as you hear them so we can talk about them.
 - 1. *"I just don't get how they think and can't figure out where they are coming from."*
 - 2. *"They are loud – especially when they get together."*
 - 3. *"They always have to talk everything to death."*
 - 4. *"You know, Asians are really smart and before you know it, they will be taking over the world."*
 - 5. *"I don't understand the distinction, why do you have to refer to someone as an African American when we are all Americans?"*
 - 6. *"Sure, I have black friends, but sometimes those folks really don't like us."*
 - 7. *"I think most of them in that family are here legally."*
 - 8. *"What we need is more Bill Cosby and less Richard Pryor."*

To emphasize dominant culture insensitivity, allow participants to offer other examples of stereotypical comments.

For these examples, you may want to be selective or add cultures.

Have participants respond through word association, either verbally or by write down their responses and compare in a discussion.

VI. Minorities in this country have historically been stereotyped and misunderstood.

A. For purposes of today's discussion, let's get more specific and take another look at cultural stereotypes over the years.

B. There are assumptions inherent in any particular culture or group of people. As I say the following, think how they might be stereotyped by many. Fill in the blank as I make each statement:

1. Native Americans are typically_____
2. Italian Americans are_____
3. Irish Americans usually are_____
4. Chinese people living in the United States are_____
5. Women are_____
6. Vietnamese are_____
7. African Americans are_____
8. Mexicans are_____
9. Middle Easterners are_____
10. White people are_____

- C. It is important to recognize that within every culture and every group of people there is diversity:
1. In language and dialect, cuisine, clothing, and thinking.
 2. There is diversity within diverse cultures.
 3. Any generalizations made about a specific culture should be based on objective information and should always recognize that there will be individuals who are exceptions to those generalizations.

D. Most of us understand that we make assumptions, and they are most often an accumulation of our observations, experience, the stories we have heard, comments from influential people in our lives, and the media.

1. While assumptions may be a matter of a person being uninformed or biased, that is not acceptable.
 - a. Assumptions may result in bias and cause a lack of cultural understanding.
 - b. It is critical for the organization's formal and informal leadership take responsibility to ensure cultural understanding.
2. As it relates to Iowa's school districts, law enforcement, and the juvenile court system, the expectation is that individuals and these organizations are well beyond basing their behavior on assumptions.

The expectation must be to:

- a. Accept and respect cultural differences.
- b. Recognize the dynamics of cultural differences.
- c. Expand their cultural knowledge and resources.
- d. Sustain individual and organizational cultural awareness behavior.
- e. Adopt culturally relevant service models and policies to better meet the needs of minority populations.



Cue Videos:

Franke
LaMere

Kim Cheks

- » Let the videos speak for themselves.
- » Allow a few moments of quiet after the video while participants process the comments they heard.



See
Supplemental
Materials
Section for a

summary of historical highlights of Iowa and the four counties.

Select four or five relevant historical incidents, decisions, or dates that represent a span of time. Read them aloud.

E. Let's take a look and a listen to our video guests today as they share their own reflections with you.

1. Frank LaMere (Native American)
2. Kim Cheeks (African American)

VII. Now, we are going to spend some time discussing how experience and history within a culture might be a part of shaping that culture over time.

A. In these pieces of history you heard some “real life” experiences of how decades – even centuries – of history continue to be reflected in today's culture.

The group will see that many of the same kinds of cultural “incompetence” apparent in our history remain today.

Optional discussion:

Ask for current examples of incidents:

- » Lawsuit on the state’s unfair hiring practices
- » DMC first recommended a cultural competency training in 1991.



Hand out the quizzes. Both should take no more

than about three to four minutes.

Be prepared to share answers or provide an answer sheet to the questions.

1. Why do these incidents continue to occur?
2. Can one make a case that the long-past incidents were deep-seeded prejudices, while the more current ones were simply misstatements, mistakes, or bureaucracy?

B. To give each of you an opportunity to tap into your own historic recollections, we have a quiz about Iowa cultural history and one about this county’s cultural history. Quickly mark your answers.

1. Were most of you able to answer these questions?
2. Are there any questions or discussion points regarding the facts in these little questionnaires?

Summary points:
The laws are in place.
The laws and
administrative rules
are often interpreted
differently.



More
activities
related to
Module 1 are
in the Supplemental
Materials Section.

C. History shows progress in racial and cultural equality, but it is critical for individuals and organizations to move beyond issues of diversity and equality to cultural understanding. This will require individuals:

1. To be cognizant of attitudes, policies, and practices that are destructive to cultures and consequently to individuals within those cultures.
2. To address cultural incapacities that may be culturally destructive.
3. This may not be intentional, but the lack of capacity to help and support minorities in one's professional work or the community is indicative of lack of cultural understanding.

VIII. We must recognize that all cultures and people are not the same.

- A. If we want to provide unbiased services and relationships, gender, culture, or color can make no difference in how we behave.
- B. In review, it is essential to look at history, ourselves, and our organizations if we are to get beyond basic compliance and accepted practices.
- C. That means – and it is a core goal in this instrument, especially in our schools, courts, and law enforcement that we:
 1. Recognize our biases.
 2. Inform our misconceptions to better serve Iowa's young people with a greater assurance of equity.



Cue Video:
Marvin
Spencer

3. Work in a unified effort to achieve those goals.
4. Let's close with a video that summarizes this session.

HISTORY OF ASIANS IN IOWA QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. Which Iowa Governor welcomed thousands of Southeast Asian refugees who fled the aftermath of the Vietnam War to the state and leading to the formation of the Bureau of Refugee Services?
 - A. Culver
 - B. Ray**
 - C. Branstad
 - D. Fulton

2. How many Asian nations are represented in Iowa?
 - A. 89
 - B. 23
 - C. 43**
 - D. 6

3. CelebrAsian, the annual Asian Heritage festival is the signature event of what organization that promotes unification of the diverse Asian communities in Iowa?
 - A. Iowa Asian Alliance**
 - B. Chinese Association of Iowa
 - C. Asian Pacific American Awareness Coalition
 - D. Asian American Coalition

4. In what year did the Commission on the Status of Iowans of Asian and Pacific Islander Heritage form?
 - A. 1980
 - B. 1995
 - C. 2004**
 - D. 2009

5. Iowa is referred to as the “free capital of the world” by this group of Southeast Asians?
 - A. Vietnamese
 - B. Laotian
 - C. Bosnian
 - D. Tai Dam**

<http://acbsia.tripod.com/taicommunity/id32.html>- Tia Dam information

<http://www.spencerdailyreporter.com/story/1289642.html>- second source citing 90%

6. Most Asian cultures hold this group in the highest regard.
- A. Elderly
 - B. Infants
 - C. Women
 - D. Adolescent Boys
7. Swati Dandekar was the first person of Indian origin to win a seat in the Iowa House of Representatives in 2002 and the Senate in 2008, representing what District?
- A. 27
 - B. 18
 - C. 44
 - D. 10
8. Asian enrollment increased between the 1999-2000 and 2008-2009 school years by how much?
- A. 12%
 - B. 26%
 - C. 32%
 - D. 41%
- *State Data Center of Iowa; CelebrAsian 2011 Annual Report
9. Typically in Southeast Asian communities, who is responsible for reaching out when a student is doing poorly, which can lead to miscommunication here in Iowa communities?
- A. Student
 - B. Parents
 - C. Teacher
 - D. Principal

HISTORY OF ASIANS IN IOWA QUIZ

Test Your Knowledge

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. Which Iowa Governor welcomed thousands of Southeast Asian refugees who fled the aftermath of the Vietnam War to the state and leading to the formation of the Bureau of Refugee Services?
 - A. Culver
 - B. Ray
 - C. Branstad
 - D. Fulton

2. How many Asian nations are represented in Iowa?
 - A. 89
 - B. 23
 - C. 43
 - D. 6

3. CelebrAsian, the annual Asian Heritage festival is the signature event of what organization that promotes unification of the diverse Asian communities in Iowa?
 - A. Iowa Asian Alliance
 - B. Chinese Association of Iowa
 - C. Asian Pacific American Awareness Coalition
 - D. Asian American Coalition

4. In what year did the Commission on the Status of Iowans of Asian and Pacific Islander Heritage form?
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HISTORY OF BLACK HAWK COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. In 1861, the strike at this major railroad company significantly increased the population of African Americans in Black Hawk County as they were brought in by the company to replace the workers on strike.
 - A. Union Pacific
 - B. Illinois Central Railroad**
 - C. Canadian Pacific
 - D. Iowa River Railroad

2. In 1955, what Waterloo District elementary school reported a 96 percent African American enrollment, while only 17 African American students in total attended five of the other 17 area elementary schools?
 - A. Grant**
 - B. Longfellow
 - C. Cunningham
 - D. Irving

3. What year did Martin Luther King Jr. speak at the University of Northern Iowa and Waterloo's West High?
 - A. 1950
 - B. 1952
 - C. 1955
 - D. 1959**

4. Dr. Ruth Anderson taught at the University of Northern Iowa for over 20 years, bringing what subject area up to departmental status?
 - A. Psychology
 - B. African American Studies
 - C. Social Work**
 - D. Anthropology

5. The burning of Shepard's Lumber Yard and demands made for black history courses caused racial tension in Black Hawk County to reach a peak, resulting in a call for the National Guard. What was the year?
 - A. 1963
 - B. 1965
 - C. 1967
 - D. 1968**

6. What was the name of the plan created in 1973 to encourage racial integration and improvement of several elementary schools in the county?
- A. Racial Integration
 - B. Plan A**
 - C. Racial Balance
 - D. Plan C
7. Betty Jean Ferguson was the first African American woman to serve on which two organizations in Waterloo?
- A. NAACP and the School Board
 - B. City Council and NAACP
 - C. Human Rights Commission and the School Board**
 - D. City Council and Human Rights Commission
8. What is the name of the first African American owned radio station not only in Black Hawk County, but in the state of Iowa?
- A. KBBG**
 - B. KWVI
 - C. KHKE
 - D. WOI
9. This controversial memorial was first proposed in 2009, with the city council recently voting against a Washington Park location.
- A. George Washington Carver
 - B. Martin Luther King Jr.**
 - C. Rosa Parks
 - D. Maya Angelou
10. Serving in Black Hawk County as the first African American probation officer in the state of Iowa, this woman was an influential member of the Waterloo community throughout the 80s and 90s.
- A. Anna Mae Weems
 - B. Willie Mae Wright
 - C. Ruthie O'Neal
 - D. Dorothy Sallis**

HISTORY OF BLACK HAWK COUNTY QUIZ

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HISTORY OF IOWA QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. **What is the motto of the state of Iowa?**
 - A. Forward
 - B. State Sovereignty, Nation Union
 - C. Our liberties we prize, and our rights we will maintain**
 - D. Equality before the law

2. **What was the decision made in the “Case of Ralph” in 1839, which was overturned by the Dred Scott decision in 1857?**
 - A. The former slave was allowed to keep his freedom.**
 - B. The runaway slave was forced to return to his master.
 - C. The slave was taken into a free state would still be considered a slave.
 - D. Both B and C

3. **In 1804, members of what Native American tribe signed over land to the United States government that later became the state of Iowa?**
 - A. Sauk**
 - B. Mesquakie
 - C. Cherokee
 - D. Sioux

4. **In 1851, the Iowa General Assembly removed the ban on this, something that the United States did not do until 1967.**
 - A. Slavery
 - B. Interracial marriage**
 - C. Native American tobacco sales
 - D. Prohibition

5. **In 1868, Iowa became the first state outside of New England to do this?**
 - A. Create a civil rights commission
 - B. Allow women to vote
 - C. Integrate schools
 - D. Allow African American men to vote**

6. What coal mining town in Iowa was known for its fully integrated society?

- A. Sioux City
- B. Dubuque
- C. Buxton**
- D. Mason City

7. Who was the famous African American who walked from Highland, Kansas to attend Simpson College in Indianola, Iowa and later the Iowa State College of Agricultural and Mechanical Arts in Ames, Iowa?

- A. Martin Luther King Jr.
- B. George Washington Carver**
- C. Booker T. Washington
- D. Thurgood Marshall

8. Gertrude Rush was the first African American woman in Iowa to be admitted to this organization in 1918?

- A. Iowa Bar Association**
- B. Iowa State Assembly
- C. Iowa State Education Association
- D. Iowa Association of School Boards

9. 1951 marked an Iowa racial controversy when this happened to Johnny Bright.

- A. He was not allowed to play basketball at Drake even though he previously played at the University of Iowa.
- B. He was kicked off the team by new coach because of his race.
- C. He was violently hit in the face by an A&M player, a play that was caught on film.**
- D. He was arrested for playing football in a white neighborhood park.

10. What two occupations were held by a large majority of African American men in the 1920s?

- A. Miners and railroad workers
- B. Meat packing and railroad workers**
- C. Farmers and miners
- D. Railroad workers and miners

11. In 1924, what minority group was given the right to vote?

- A. African Americans
- B. Women
- C. Latinos
- D. Native Americans**

12. Iowa Civil Rights Act enforces laws against discrimination. The first Iowa Civil Rights Act was passed in 1884, but the laws were largely ignored and many were not enforced. In what year was the second, more successful, Civil Rights Act passed?

- A. 1965
- B. 1905
- C. 1970
- D. 1925

13. What eastern Iowa town made history in 1996 by electing the first African American female mayor?

- A. Davenport
- B. Dubuque
- C. **Clinton**
- D. Burlington

14. In what year was the Iowa Indian Child Welfare Act signed into law, protecting Native American children's rights and tribal connections?

- A. 1990
- B. **2003**
- C. 1973
- D. 1986

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- B. 2003
- C. 1973
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HISTORY OF JOHNSON COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. Which Muscatine man became the first African American to be admitted to the University of Iowa College of Law in 1879, with his father following five years later?
 - A. S. Joe Brown
 - B. Dr. Edward Carter
 - C. Alexander Clark Jr.**
 - D. Carleton Holbrook

 2. Which influential African American in the state of Iowa was also the first to receive a liberal arts degree from the University of Iowa and became the first African American west of the Mississippi to be inducted into Phi Beta Kappa, later going on to higher fame as the leader of the NAACP in Iowa?
 - A. S. Joe Brown**
 - B. Dr. Edward Carter
 - C. Alexander Clark Jr.
 - D. Carleton Holbrook

 3. Why was the Floyd of Rosedale football tradition between the University of Iowa and Minnesota created?
 - A. It was a celebration of the first football game played after President Roosevelt called it off because the heated rivalry had reached dangerous heights.
 - B. It commemorated 100 football games played.
 - C. It was a way to diffuse racial tensions between the University of Iowa and Minnesota that arose from rough play in the previous years game.**
 - D. It was a prize for the team who broke the tie of football games won between the two teams.

 4. This influential African American woman was named the first Iowa City Woman of the Year and several years later had an elementary school named in her honor.
 - A. Millie London
 - B. Helen Lemme**
 - C. Lulu Merle Johnson
 - D. Elisabeth Catlett

 5. In 1964, a highly debated fairness ordinance for this was passed.
 - A. Equal treatment in restaurants
 - B. Full integration of schools
 - C. Fair housing**
 - D. Equal employment opportunities
-

6. In 1979, a branch of this national organization was formed in Johnson County.
- A. American Civil Liberties Union
 - B. Immigration Equality
 - C. Legal Aid
 - D. **National Association for the Advancement of Colored People (NAACP)**
7. In what year did a review of the Iowa City School District show a disproportionate number of African American students placed in special needs classes?
- A. 1940
 - B. 1967
 - C. 2000
 - D. **2008**

HISTORY OF JOHNSON COUNTY QUIZ

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HISTORY OF LATINOS IN IOWA QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. In what year did a law passed by the state legislature go into effect mandating bilingual education?
 - A. 1960
 - B. 1945
 - C. **1980**
 - D. 1990

 2. The 2010 Iowa Latino Heritage Festival celebrated cultures and traditions of how many Latin countries?
 - A. **22**
 - B. 17
 - C. 30
 - D. 8

 3. Originally signed into law in 1968 and later amended in 1974 and 1978, this act was meant to establish equal educational opportunity for all children, establishing programs for bilingual students and providing financial assistance for certain purposes.
 - A. Civil Rights Act
 - B. **Bilingual Education Act**
 - C. No Child Left Behind
 - D. Equal Opportunities Education Act

 4. What is the first step in identifying an ELL/LEP student?
 - A. **Home Language Survey**
 - B. English Language Proficiency Assessment
 - C. Academic Skills Assessment
 - D. Preliminary Program Placement

 5. In 2002 the largest single site immigration raid in President Bush's presidency occurred at what meat packing plant in Postville, IA?
 - A. Swift and Co
 - B. **Agriprocessors**
 - C. Tyson
 - D. Amour-Eckrich

 6. What Iowa town is the first to have a majority Hispanic population?
 - A. Marshalltown
 - B. Perry
 - C. **West Liberty**
 - D. Muscatine
-

7. Which of the three regents is the only one to have a U.S. Latino/a Studies Program?
- A. University of Iowa
 - B. Iowa State University**
 - C. Drake
 - D. University of Northern Iowa
8. What is the largest Latino civil rights and advocacy group in the United States, with four locations in Iowa?
- A. League of Latin American Citizens**
 - B. National Association for the Advancement of Colored People
 - C. Caesar Chavez Foundation
 - D. National Council of La Raza
9. Sara Huddleston was Iowa's first elected Latino city council member in which Iowa town?
- A. Des Moines
 - B. Storm Lake**
 - C. Sioux City
 - D. Clinton
10. Eleven undocumented immigrants in 2002 were found dead in railroad car which Iowa town?
- A. Denison**
 - B. Waterloo
 - C. Davenport
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HISTORY OF POLK COUNTY QUIZ

Test Your Knowledge: Answers

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1. The Des Moines Police Department hired its first African American police officer in what year?
 - A. 1878
 - B. 1905
 - C. 1956
 - D. 1963

2. In 1903, Des Moines residents got an unexpected surprise when 127 soldiers of Companies C and I of the all African American 25th Infantry Regiment arrived at what area base?
 - A. State Capitol Training Center
 - B. Fort Des Moines
 - C. Camp Dodge
 - D. Morris Field

3. What area of Des Moines was known as the African American cultural heart of the city in the 1930s?
 - A. Forest Ave
 - B. University Ave
 - C. Center Street
 - D. Hubbell Ave

4. In 1939 charges were brought against what local drug store because of their refusal to serve three African American customers?
 - A. Walgreen's
 - B. Katz Drug Store
 - C. Hammer Pharmacy
 - D. Osco Drug

5. In 1946, Harriette Curley became the first African American woman hired in this profession.
 - A. Teacher
 - B. Realtor
 - C. Lawyer
 - D. Bus Driver

6. 1951 marked an Iowa racial controversy when this happened to Johnny Bright, a star football player for Drake.
- A. He was not allowed to play basketball at Drake even though he previously played at the University of Iowa.
 - B. He was kicked off the team by new coach because of his race.
 - C. He was violently hit in the face by an Oklahoma A&M player, a play that was caught on film.**
 - D. He was arrested for playing football in a white neighborhood park.
7. In 1964, a group of Des Moines residents marched around city hall and the statehouse protesting the lack of progress concerning this.
- A. Passing of the Civil Rights Act.**
 - B. Building of an African American cultural center.
 - C. Hiring of an African American administrator within the school district.
 - D. Allowing bars to stay open later in the Center Street area.
8. Nolden Gentry became the first African American to be elected to this in 1970, eventually serving ten years.
- A. Judicial board
 - B. Des Moines School Board**
 - C. Dean of the community college
 - D. President of the NAACP
9. Who was the first African American mayor of Des Moines, elected in 1997 and serving until 2004?
- A. Vincent Lewis
 - B. Floyd Shepard
 - C. Preston Daniels**
 - D. Richard Sanders
10. In 2006, several complaints concerning discrimination in hiring and promotion practices were raised against which government agency?
- A. Iowa Workforce Development**
 - B. Iowa Department of Education
 - C. CInspection and Appeals Department
 - D. DDepartment of Natural Resources
11. A report released in what year by the Iowa Department of Education showed that African American students in Des Moines Schools were disproportionately suspended and disproportionately placed in special education?
- A. 1978
 - B. 1989
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HISTORY OF POLK COUNTY QUIZ

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 - D. 2011

HISTORY OF WOODBURY COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. In 1861 the Frontier Guard was formed as a way to protect settlers against what?
 - A. Unwanted immigrants moving into the area
 - B. Animal attacks
 - C. Buyers from the railroad
 - D. **Native American raids**

2. A 1904 strike at which two meatpacking plants caused an influx of African American residents in to Sioux City?
 - A. Swifts and Armour
 - B. **Cudahy and Armour**
 - C. Morell John and Co and Cudahy
 - D. Midland and Swifts

3. In 1933, this center, formerly known as the Booker T. Washington Center, was opened.
 - A. Girls Inc
 - B. **Sanford Center**
 - C. Community House
 - D. Crittenton Center

4. Evelyn Walker Freeman became the first African American in Sioux City to be hired to this position.
 - A. **Teacher**
 - B. Mayor
 - C. Judge
 - D. Business Owner

5. The Recover our Children marches began in 2005 to raise awareness of the issues facing Native American children in Sioux City and surrounding communities. The marches are sponsored by what organization?
 - A. Sanford Community Center
 - B. Crittenton Center
 - C. Sioux City Community Center
 - D. **Four Directions Community Center**

6. In what year did Governor Culver sign into legislation the Iowa Commission on Native American Affairs?
- A. 2006
 - B. 2007
 - C. 2008**
 - D. 2009
7. Which Sioux City elementary school started the Intertribal Youth Group?
- A. Irving Elementary**
 - B. Hunt Elementary
 - C. Smith Elementary
 - D. Bryant Elementary
8. In 1924, some white Sioux City officials proposed the creation of an African American-only location for this, but due to widespread protests throughout the community, the plan did not come through.
- A. School
 - B. Cemetery**
 - C. Bus system
 - D. Grocery store
9. Sioux City faced a national outcry in 1951 when Memorial Cemetery refused to bury this fallen soldier.
- A. Arthell Shelton
 - B. War Eagle
 - C. Arthur Sanford
 - D. John Rice**
10. George Boykin of Sioux City was the first African American to be elected to this position.
- A. School Board president
 - B. Mayor
 - C. County Supervisor**
 - D. Police Chief

HISTORY OF WOODBURY COUNTY QUIZ

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 - C. County Supervisor
 - D. Police Chief

CULTURAL UNDERSTANDING AND SENSITIVITY SELF-ASSESSMENT

This self-assessment provides the opportunity for each participant to reflect upon one's own cultural thinking and context, whether personal or as a member of an organization. This is not an assessment to be shared or rated, but a tool of self awareness.

COMPETENCY

PERSONAL RATING

1 = I do not do or know this well
2 = I am sufficient in this knowledge, skill or attitude
3 = I consider myself competent in this area
4 = I do or know this very well

KNOWLEDGE

K-1	I have knowledge of my own cultural heritage and its personal and professional effects on my definitions of behavioral normality/abnormality.	1	2	3	4
K-2	I know about and understand the cultural change process.	1	2	3	4
K-3	I know about and understand how oppression, racism, discrimination, and stereotyping have affected me, minorities, and other special populations.	1	2	3	4
K-4	I understand and anticipate the social impact of my decisions and behaviors on others, especially communication style differences and how they may inhibit the process of serving youth.	1	2	3	4
K-5	I understand power and privilege dynamics between majority and minority populations.	1	2	3	4
K-6	I have specific knowledge and information about the particular populations I serve.	1	2	3	4
K-7	I understand different family structures, hierarchies, values, and beliefs.	1	2	3	4

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K-8	I understand that people experience their unique culture differently based on their gender				
K-9	I understand how culture may affect personality formation, relationships with peers and adults, and reactions to highly stressful situations.	1	2	3	4
K-10	I am aware of institutional barriers that prevent minority and other special populations from accessing services and seeking help.	1	2	3	4
K-11	I am aware of my community characteristics, history, and resources.	1	2	3	4
K-12	I am aware of institutional practices and procedures that impact minorities and special populations.	1	2	3	4

SKILLS

S-1	My institution utilizes educational, consultative, training experiences, and hiring practices to improve understanding of minority cultures.	1	2	3	4
S-2	I constantly seek to understand myself as a racial and cultural being and actively seek an open and accepting identity.	1	2	3	4
S-3	I try to be actively involved with individuals from populations different from my own outside of the professional arena so that my perspective of culture extends beyond work.	1	2	3	4
S-4	I am able to send and receive verbal and nonverbal messages accurately and appropriately.	1	2	3	4
S-5	I use culturally relevant metaphors, stories, and examples whenever possible to enforce the intended message.	1	2	3	4
S-6	I acknowledge the credibility of the youth's perspective.	1	2	3	4

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S-7	I see differences as opportunities to create a richer environment.	1	2	3	4
S-8	I invite youth and other stakeholders (parents, etc.) to challenge concepts or strategies which don't make sense to them or are an affront to their values and beliefs.	1	2	3	4
S-9	I ask youth and other stakeholders to offer solutions and strategies which fit their culture.	1	2	3	4
S-10	I am communicatively versatile.	1	2	3	4
S-11	I am able to exercise intervention skills on behalf of youth when barriers to assistance stem from racism or bias.	1	2	3	4
S-12	I seek consultation with and assistance from cultural and community ambassadors whenever possible.	1	2	3	4
S-13	I communicate with youth and families in their primary language either directly or through a culturally knowledgeable translator.	1	2	3	4

ATTITUDES

A-1	I am comfortable with cultural differences between myself and others because I recognize the value in and respect different cultures.	1	2	3	4
A-2	I am able to contrast my own beliefs and attitudes with those of minority and special population youth and families in a nonjudgmental way.	1	2	3	4
A-3	I respect minority culture helping practices and networks.	1	2	3	4
A-4	I value bilingualism as a strength rather than an impediment.	1	2	3	4

COMPETENCY**PERSONAL RATING**

1 = I do not do or know this well

2 = I am sufficient in this knowledge, skill or attitude

3 = I consider myself competent in this area

4 = I do or know this very well

A-5	I value multiculturalism in my community.	1	2	3	4
A-6	I work toward recognizing and eliminating stereotyping based upon race and culture.	1	2	3	4

Module Two

THE SCHOOL-TO-COURT PROCESS

Module Description

This module provides an opportunity to provide a clear explanation and discussion of the school-to-court process. This module is particularly focused for individuals and organizations within the system, that is, education, law enforcement, and juvenile court. Participants will discuss and compare practices and policies in their own organization and the goals and challenges of complicated situations. Activities are also an integral part of this module.

Module 2 Competencies

- » Participants understand the role of each organization as related to the school-to-court process.
- » Participants gain a common understanding and agreement on the school-to-court process in their community, particularly as it relates to bias and disproportionality.
- » Participants agree upon strategies to enhance functioning of the school-to-court process in their community to reduce bias and disproportionality.

MODULE 2 THE SCHOOL-TO-COURT PROCESS



One Hour

Supplies for Module 2

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 2 PowerPoint presentation
- Easel pad with markers and tape
- Handouts:
 - Institutional School-to-court Process diagram
 - School-to-court Process Decision Points Activity

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

- I. In the first segment you explored the general historical experiences and some of the ways assumptions and bias impact outcomes for youth, including in the school-to-court process.**



Refer to the
Glossary of
Terms in
the

Supplemental
Materials, ICYD
Annual
Report, ***Education
and Synthetic Work-
Life Earnings
Estimates*** report of
the US Census, and
National Criminal
Justice Reference
Service (NCJRS) as
sources of these
data.

- A. In the next segment you have an opportunity to provide a clear explanation and discussion of the school-to-court process.
1. This discussion is particularly focused for individuals and organizations within the system, that is, education, law enforcement, and juvenile court services.
 2. Participants will:
 - a. discuss and compare practices and policies – both formal and informal – in their own organization,
 - b. the goals and challenges of ensuring the process is equitable for minority and non-minority youth, and increase cultural awareness as it relates to the school-to-court process.
- B. There has been discussion of disproportionate minority contact for years and with people of all ages. Why are we focusing on the school-to-court process in our work today?
1. Data from CJJP (Division of Criminal and Juvenile Justice Planning) and the Department of Education show that minority youth are over-represented in:
 - a. school removals – meaning in-school/out-of-school suspension, expulsion, and interim setting,
 - b. juvenile arrests, and
 - c. JCS (Juvenile Court Services) referrals (also called complaints).

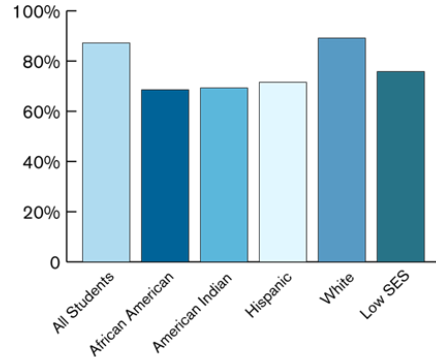
2. Such over-representation impacts educational attainment by interrupting school attendance and engagement and, thus, learning.

Show PowerPoint slides:

Charted data on graduation rates education/ earnings, and socio-economics status as determined by eligibility for free and reduced price lunch.

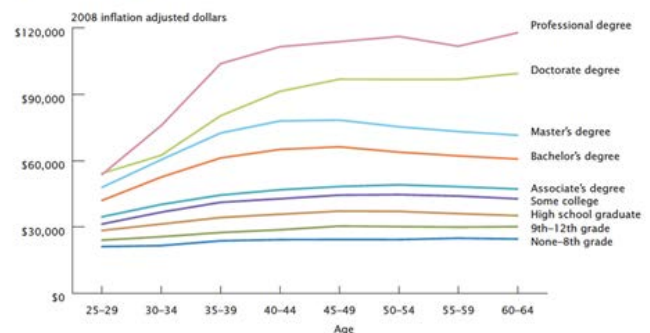
- a. In 2009, only 69 percent of Iowa African American students graduated from high school compared to 89 percent of white students and 75 percent of students classified “low SES.”

Iowa Public High School NGA Adjusted Cohort Graduation Rates
Graduating Class of 2009



- b. According to a September 2011 report from the US Census Bureau, educational attainment has a greater relationship to median earnings later in life than demographic factors, including race/ethnicity, gender, or age.

Median Annual Earnings by Age and Educational Attainment
(Full-time, year-round workers)



3. Taken together, these two facts tell us that all attempts to facilitate educational attainment must be made, especially for our most at-risk youth.



Ask participants to briefly provide

examples from their experience that relate to the disruption in learning opportunities for students who are removed or have complaints filed. For example, if a student comes to school having just had a loud, angry argument with her mother, will that student be as attentive to algebra? Would it stand to reason that that person might be somewhat disruptive?

4. Any action that presents an obstacle to learning should be closely examined for justification and equity.
 - a. Due to the impactful nature of youth involvement in the justice system (and the potential long-term impact of criminal records), any decisions eventually leading to such involvement must be examined closely.
 - b. This module looks critically at the school-to-court referral process to identify major decision points, best practices, and primary points where cultural understanding is critical.

Prepare a chart or other note-taking means visible to all participants in the room. Create headings: “Schools,” “Law Enforcement,” and “Juvenile Court Services.” As participants speak, write down their comments under the headings.

It’s important to distinguish between a goal related to juvenile DMC and a mission of an organization.

II. We’ve seen the impact of DMC on youth learning and the data on the impact on their later lives. Let’s have a discussion now about our organizational missions and their relationship to DMC.

- A. How would you describe your district or department’s goals as they relate to juvenile disproportionality?
- B. How does that directly relate to the overall district/department mission?

Expect discussion to include the goal/mission that they want students to succeed in school and beyond. If this does not come out, ask follow up questions to learn the perspectives: What does your organization feel is its responsibility for helping kids succeed? Is cultural understanding a central premise within your organization?

Review the comments written on the chart for each type of organization. Mark those that agencies have in common.

Be aware that discussions about whether goals and practices align are sometimes challenging for staff.

- C. As we now look at the items we've written here, what do you see that are common elements across each type of organization? Remember we're talking about goals for DMC and organizational missions.
1. Anything related to learning and education?
 2. Anything related to long-term success, well-being and community participation?
 3. Anything related to community and safety?
 4. Anything related to economic well-being and success?
- D. In practice, does it feel as if each institution is working towards the same goal?
- E. As related to cultural understanding and DMC, which of the common elements of these goals and missions become essential for the school-to-court process to be successful?



Cue Video:
Marilyn
Lantz



Only allow
up to 5
minutes for
discussion.



Handout
and
PowerPoint
slides.

Refer participants to the data removals from Iowa Department of Education and data from NCJRS for arrests and complaints. Note that removals and complaints reflect numbers of incidents and not numbers of individuals.

III. We are going to play a short video before moving into a discussion of the school-to-court process.

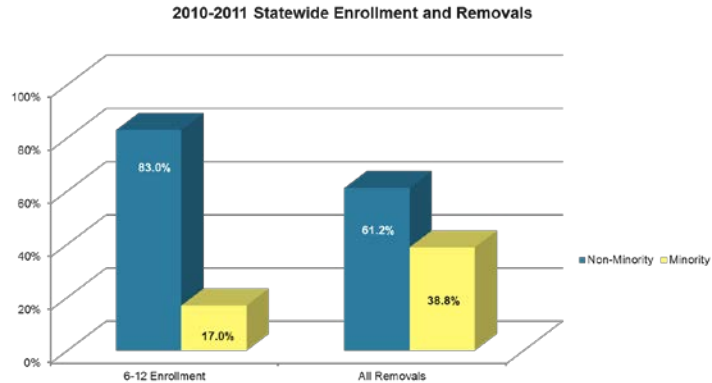
A. What messages came through to you from these comments?

B. Are these common perceptions about the process?

IV. The data show us that minority youth statewide and in our most populous counties come into the school discipline and juvenile justice systems at a higher rate than their non-minority peers.

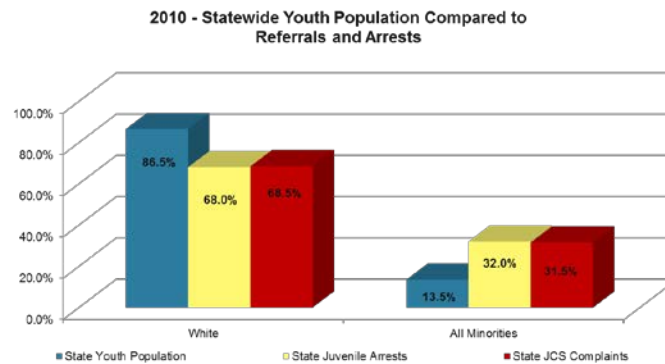
A. The rates of removals, arrests, and referrals of minority students to Juvenile Court Services are each more than double their enrollment.

B. For instance, school removal data show that, statewide, minority students account for 17% of 2010 enrollment but 39% of removals.



Source: Iowa Department of Education, Basic Educational Data Survey (BEDS)

C. In looking at referrals and arrests, minority youth comprise more than 30% of referrals and arrests, but only 13% of the youth population.



Sources: Iowa Department of Education, Basic Educational Data Survey (BEDS)
 FBI's Uniform Crime Reporting, Juvenile Arrests
 Iowa's Justice Data Warehouse



Handout
and
PowerPoint
slides.

Show on the screen the School-to-Court Referral Process Decision Points Diagram. This document may also be printed for participants and included in training materials.



Have
participants
break into
groups of

no more than four with someone from a school, a law enforcement agency, and a juvenile court staff in each group to the extent possible. Others should fill in the groups appropriately.



Hand out
the “School-
to-Court
Process

Decision Points
Activity” to guide the
small group
discussions.

- V. Let’s look at our policies and practices to get a better idea of how this process works in your day-to-day experience.
 - A. The example provided is generalized for the purposes of discussion.
 - B. Everyone in the room has something to add to the conversation.
 - C. While laws are the framework for the process, individual actions and responses and organizational culture all impact the process, as well.

To spur group discussion, you may need to provide participants with an example.

As participants work in small groups, walk around and listen in on discussions. It is expected that there will be different experiences, practices, and perceptions heard in the discussions. This will help you guide the report-outs.

Prepare to write on the chart or other note-taking means visible to all participants in the room. As groups report, write down their comments under the headings “#1 Incident,” “#2 Removal,” “#3 Arrest,” and “#4 JCS Referral.”

1. In your groups, use the activity sheet to guide discussion of each decision point.
2. If your group cannot answer the guidance question or don't agree on the answer, do your best to answer based on your experience within the process.
3. You will be given 15 minutes to complete your discussions of each decision point.
4. We will then come together to report out.

VI. Let's talk about each of these decision points, starting with the incident.

Be sure to acknowledge each comment in some way.

Mark those items where cultural understanding may impact best practice.



Cue Video:
David
Gleiser

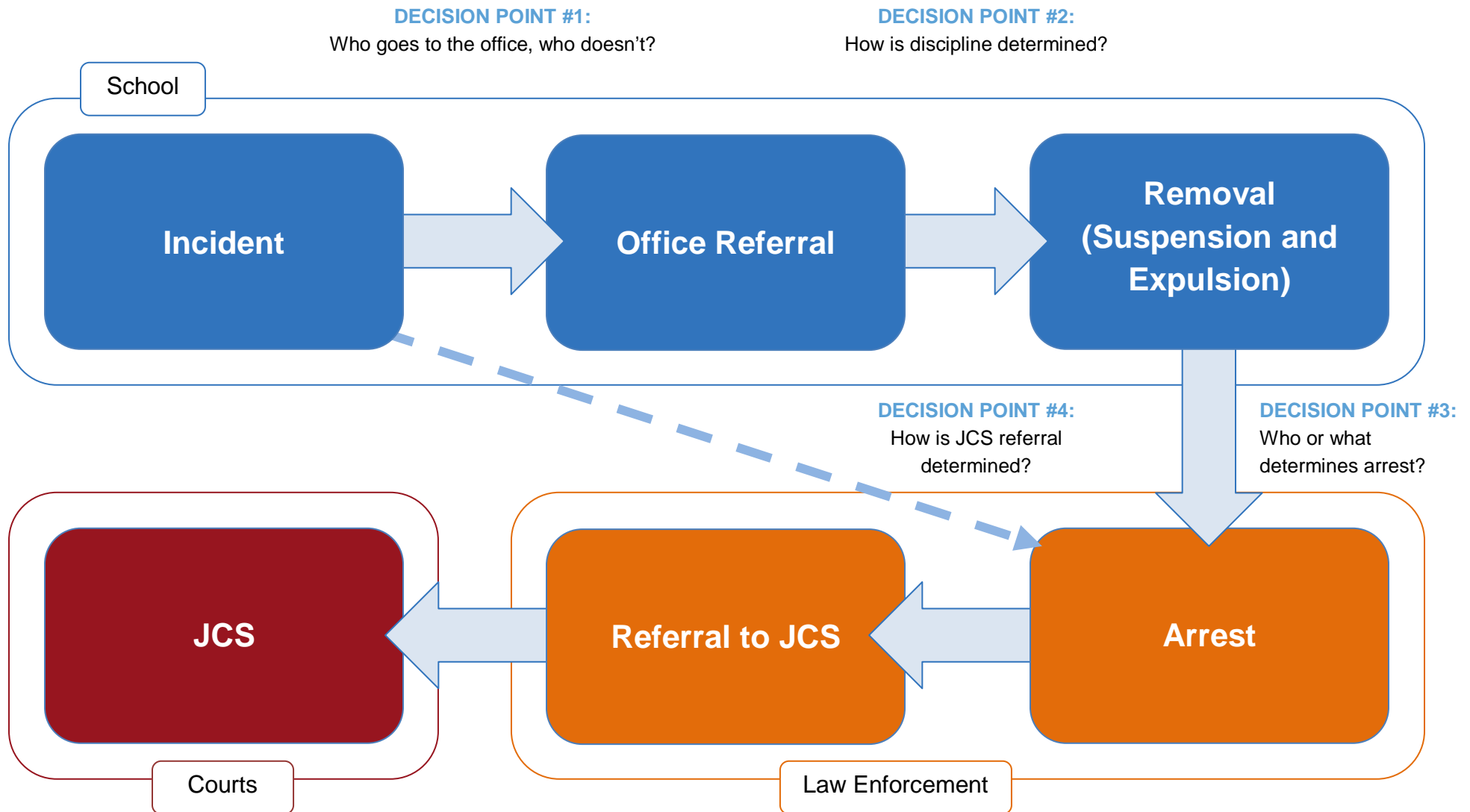
For further discussion, consider deeper discussions about the misconceptions of practice across institutions. In other words, respective organizations may have assumed incorrectly that another organization uses a particular practice.

- A. Go through each decision point and identify the following visibly for all participants to see:
 - 1. decision factors,
 - 2. best practices, and
 - 3. some areas that can be improved.
- B. Where cultural understanding is critical to best practice, we will note that item and return to it in Module 4.

VII. As we wrap this discussion of the student-to-court process, let's listen to the comments of David Gleiser in Woodbury County

INSTITUTIONAL SCHOOL-TO-COURT PROCESS

GENERALIZED EXAMPLE FOR DISCUSSION



SCHOOL-TO-COURT DECISION POINTS ACTIVITY

Decision Point #1: The Incident

What are likely decision factors for office referral at the time of incident?

What is best practice in responding to an incident?

How does response need to improve?

Decision Point #2: Discipline for Actions

What are the likely decision factors for removal or other discipline?

What is best practice in determining discipline?

How does this area need to improve?

Decision Point #3: Arrest

How is it determined that a crime has been committed?

What is best practice in determining whether arrest is warranted?

How does this area need to improve?

Decision Point #4: Juvenile Court Services Referral

What are the likely decision factors for making a referral to Juvenile Court Services?

What is best practice in determining Juvenile Court Services referral?

How does the referral process need to improve?

Module Three

DATA AND TRENDS: IOWA AND LOCAL

Module Description

The improvement or stagnation of progress in reducing disproportionate minority contact is measured by data. The use of data as a tool is examined in this module. This module presents state and county data, looking at the most recent statistics available, as well as historical data. While cultural competence and understanding for all is the ultimate goal, the data that show improvement and success are the bottom-line measurement.

Module 3 Competencies

- » Participants have a greater understanding of the value and meaning of specific data to guide strategies for reducing bias and disproportionality.
- » Participants understand the demographic history of their community and how it relates to bias and disproportionality.
- » Participants use data appropriately to develop strategies and plans for reduction of bias and disproportionality in the school-to court-process.



One Hour

Supplies for Module 7

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 3
PowerPoint
presentation
- Easel pad with
markers and tape
- Handouts:
 - 01 Iowa Population Trends
 - 02 Black Hawk County Population Trends
 - 03 Johnson County Population Trends
 - 04 Polk County Population Trends
 - 05 Woodbury County Population Trends
 - 06 Iowa Minority Population
 - 07 Iowa Hispanic and African American Populations
 - 08 Census Population, 1990 – 2010 Black Hawk County Minority Population
 - 09 Census Population, 1990 – 2010 Black Hawk County Hispanic and African American Populations
 - 10 Census Population, 1990 – 2010 Johnson County Minority Population
 - 11 Census Population, 1990 – Johnson Hispanic and African American Populations

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the group about which the generalization is made.

- 12 Census Population, 1990 – 2010 Polk Minority Population
- 13 Census Population, 1990 – 2010 Polk Hispanic and African American Populations
- 14 Census Population, 1990 – 2010 Woodbury Minority Population
- 15 Census Population, 1990 – 2010 Woodbury Hispanic and African American Populations
- 16 Free and Reduced Price Lunch, 2000 – 2010 Statewide – Free and Reduced Lunch Eligible
- 17 Free and Reduced Price Lunch, 2000 – 2010 Black Hawk – Free and Reduced Lunch Eligible
- 18 Free and Reduced Price Lunch, 2000 – 2010 Johnson – Free and Reduced Lunch Eligible
- 19 Free and Reduced Price Lunch, 2000 – 2010 Polk – Free and Reduced Lunch Eligible

- 20 Free and Reduced Price Lunch, 2000 – 2010 Woodbury – Free and Reduced Lunch Eligible
- 21 2010 – 2011 Enrollment and Removals
- 22 2010 – State Youth Population Compared to Referrals and Arrests
- 23 State Removal by Race/Ethnicity and Gender
- 24 Waterloo Removal by Race/Ethnicity and Gender
- 25 Iowa City Removal by Race/Ethnicity and Gender
- 26 Des Moines Removal by Race/Ethnicity and Gender
- 27 Sioux City Removal by Race/Ethnicity and Gender
- 28 Statewide Juvenile Arrest Rates per 1,000
- 29 Black Hawk County Juvenile Arrest Rates per 1,000
- 30 Johnson County Juvenile Arrest Rates per 1,000
- 31 Polk County Juvenile Arrest Rates per 1,000
- 32 Woodbury County Juvenile Arrest Rates per 1,000
- 33 Top 10 Arresting Offenses – Statewide, Females by Race
- 34 Top 10 Arresting Offenses – Statewide, Males by Race
- 35 Top 10 Arresting Offenses – Black Hawk County, Females by Race
- 36 Top 10 Arresting Offenses – Black Hawk County, Males by Race
- 37 Top 10 Arresting Offenses – Johnson County, Females by Race
- 38 Top 10 Arresting Offenses Johnson County, Males by Race
- 39 Top 10 Arresting Offenses – Polk County, Females by Race
- 40 Top 10 Arresting Offenses – Polk County, Males by Race
- 41 Top 10 Arresting Offenses – Woodbury County, Females by Race
- 42 Top 10 Arresting Offenses – Woodbury County, Males by Race
- 43 State of Iowa - Juvenile Offense Level 2010
- 44 State of Iowa - 2010 Offense Level By Gender
- 45 Black Hawk County - Juvenile Offense Level 2010
- 46 Black Hawk County - 2010 Offense Level By Gender
- 47 Johnson County - Juvenile Offense Level 2010
- 48 Johnson County - 2010 Offense Level By Gender
- 49 Polk County - Juvenile Offense Level 2010
- 50 Polk County - 2010 Offense Level By Gender
- 51 Woodbury County - Juvenile Offense Level 2010
- 52 Woodbury County - 2010 Offense Level By Gender
- 53 Black Hawk County Subsequent Juvenile Complaints
- 54 Johnson County Subsequent Juvenile Complaints
- 55 Polk County Subsequent Juvenile Complaints
- 56 Woodbury County Subsequent Juvenile Complaints

Emphasize throughout this session that data are a tool for use in various ways to support youth and improve systems – data are not an end unto themselves.

Position the easel pad so it is visible to all. Make appropriate notations of comments as they are offered.

I. In this session, the focus will be on data and how planning, policy, and practice can be informed by data. Statistics, evidence-based practices, research, surveys, and more give us ways to quantify much in our lives. It is how we apply those data that is important in reducing disproportionality.

- A. Technology has made information quicker and easier to create and to use.
- B. Sometimes the ease and simplicity of accessing quantitative data makes it a higher priority than considerations of qualitative data.
 - 1. Both types of data are important in your work with at-risk youth in schools or in the juvenile system.
 - 2. This session will include discussion of some of the quantitative data that is routinely available.
 - 3. There is an expectation that planning efforts in organizations take these data into account as reducing disproportionality is integrated you're your organizational planning initiatives.

II. Now think about the work you do with youth or on behalf of youth who may be getting in trouble.

This discussion will prepare participants for discussion of the specific data later in the session.

The focus of this session is to help participants:

- See data as a valuable tool for planning
- Better understand the youth with which they work

- A. Now add to that the value of data in your everyday work with youth.
 1. What kind of data do you use in your job?
 2. How do you use data?
 - a. Inform planning
 - b. For compliance and reporting
 3. Are those data important to your work?
 4. How do those data make your work better or easier?
 5. How do those data impact the issue of disproportionate minority contact?
 6. How do those data directly relate to the youth and their success?
- B. We see lots of charts and tables of data related to disproportionate minority contact, and know that those data originate from people like you.
 1. How does the information about an individual youth get turned into “data?”
 2. It seems that the data are often used to show whether you are making progress in your programs or in your work with youth. Is this correct?
 3. In your organization, are the conclusions the data show always reflective of your views on the progress of your programs or your work with youth?



Handout:
Distribute
the packet
of charts for
this section.

The purpose of this
review is to:

- familiarize participants with the data that are relevant to their work
- review DMC and other disparities demonstrated by data to provide context for understanding disparities in the school-to-court process.

C. Data reports are fairly standard and accepted as measures of levels of school discipline, law enforcement, and juvenile court services activity. Many come from respected agencies and organizations, such as:

1. US Bureau of the Census
2. Uniform Crime Statistics
3. National Criminal Justice Reference Service
4. Iowa Justice Data Warehouse
5. Iowa Department of Education

III. In the next few minutes we'll briefly review data that reflect trends as well as activity specific to disproportionate minority contact.

A. We will be reviewing quite a bit of data; while it is tempting to examine every chart in detail, it is important to consider the compilation of data as whole when planning for reducing disproportionality.

- B. As you consider the data, begin to think about how your organization might utilize specific data as it plans for reducing disproportionality.
- C. Let's start with some general background data and trends that provide a general context for consideration of data.

Show PowerPoint slide:

01 Iowa Population Trends

02 Black Hawk County Population Trends

03 Johnson County Population Trends

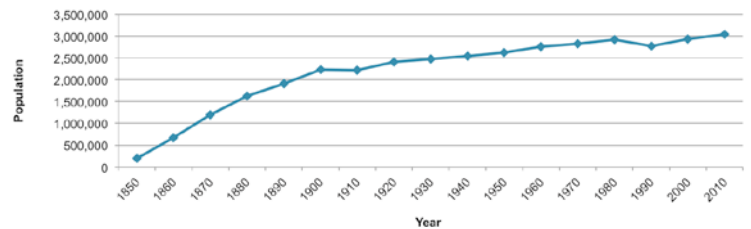
04 Polk County Population Trends

05 Woodbury County Population Trends

Note to Facilitator:
Use only the state chart and the chart from your county.

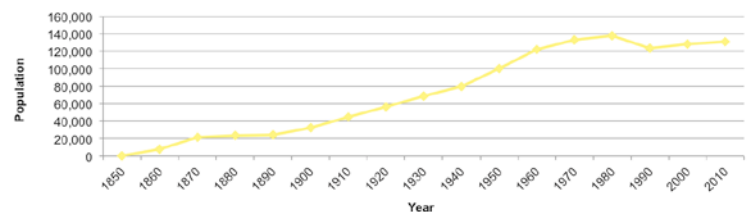
1. The first set of charts show the population of Iowa and the county from 1950 through 2010, according to US Census Bureau data.
 - a. By any measure, this chart shows that Iowa is not currently growing at a pace even average of other states.

Iowa Population Trends



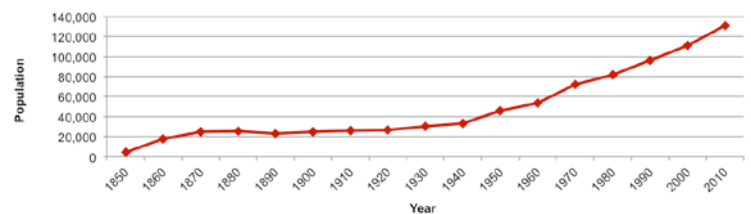
Source: US Bureau of the Census

Black Hawk County Population Trends



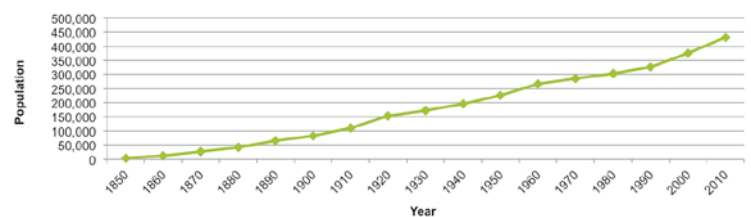
Source: US Bureau of the Census

Johnson County Population Trends



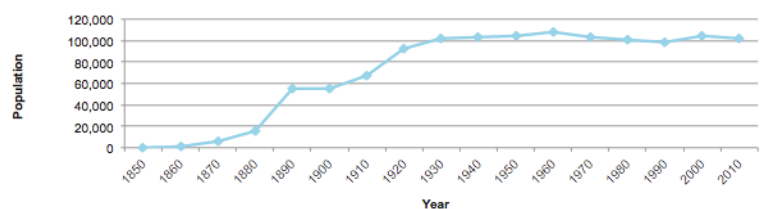
Source: US Bureau of the Census

Polk County Population Trends



Source: US Bureau of the Census

Woodbury County Population Trends



Source: US Bureau of the Census

- b. From 2000 to 2010, Iowa grew 4.1%, while the nation as a whole increased population by 9.7%.
- c. Over 60 years Iowa grew by only 425,000 people.
- d. Between 1980 and 1990, the population declined by 137,000 largely because of the farm crisis.
- e. Urban area counties generally increased population significantly more than rural areas, (with the exception of Woodbury County).

Participants will want to discuss the meaning of the data.

Also encourage them to think of what “tool” it provides them as they work with youth and DMC and plan to reduce disproportionality.

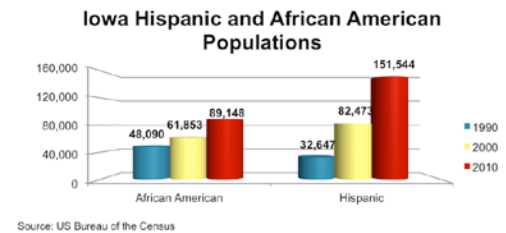
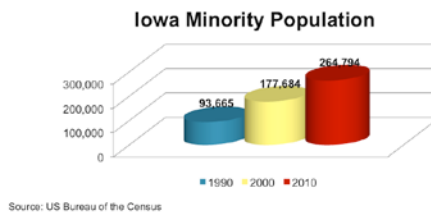
Show PowerPoint slide:

Iowa's Census Population, 1990 – 2010 Comparison

06 Iowa Minority Population

07 Iowa Hispanic and African American Populations

2. Race and ethnicity are shown since 1990 in the next charts.



- The first chart shows Iowa's minority population growth from 1990 to 2010. The state has seen a 183% increase over that time period.
- The second chart demonstrates population growth for African Americans and Hispanics
 - The population of African Americans has increased 85%, while the Hispanic population has increased by 364%
 - While the total population of Iowa has remained somewhat stable over the past 30-40 years, the percent of non-whites has increased significantly. This population shift creates a need to be culturally responsive.

Show PowerPoint slide:

Iowa Census
Population - By
County, 1990 – 2010
Comparison

08 Black Hawk
Minority Population

09 Black Hawk
Hispanic and African
American Populations

10 Johnson Minority
Population

11 Johnson Hispanic
and African American
Populations

12 Polk Minority
Population

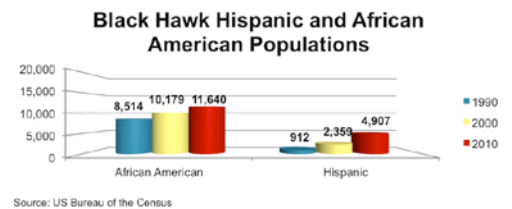
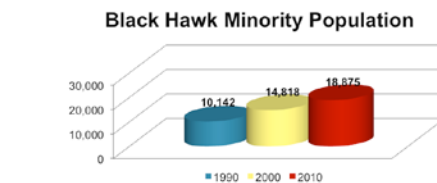
13 Polk Hispanic and
African American
Populations

14 Woodbury Minority
Population

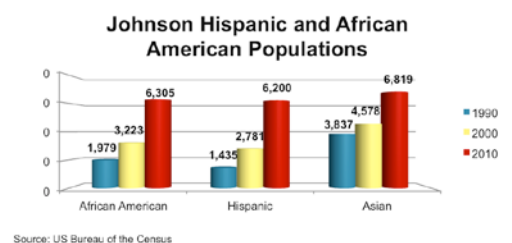
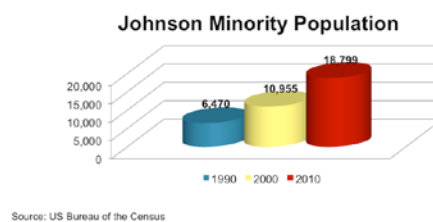
15 Woodbury
Hispanic and African
American Populations

c. County data:

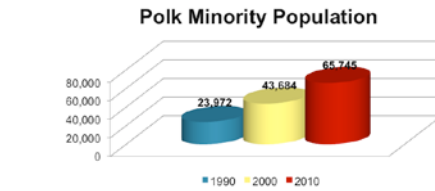
- i. Black Hawk County has had an 86% increase in minority population from 1990 to 2010; within that increase, the population of African Americans has increased 37% and the Hispanic population has increased 438%.



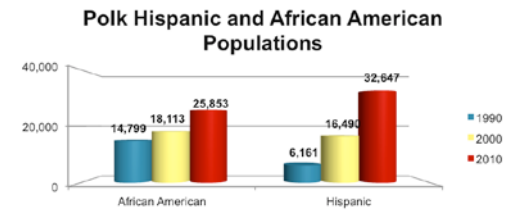
- ii. Johnson County has had a 191% increase in minority population from 1990 to 2010; within that increase, the population of African Americans has increased 219%, the Hispanic population has increased 332%, and the Asian population has increased 78%.



- iii. Polk County had a 174% increase in minority population from 1990 to 2010; within that increase, the population of African Americans has increased 75% and the Hispanic population has increased 430%.

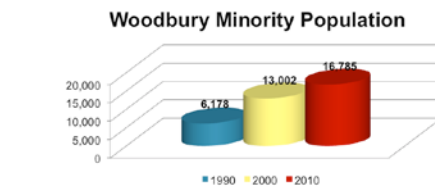


Source: US Bureau of the Census

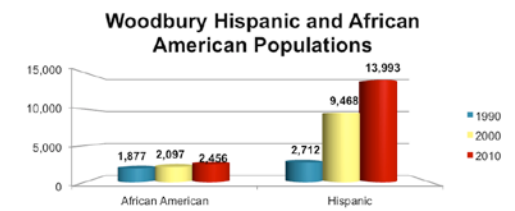


Source: US Bureau of the Census

- iv. Woodbury County has had a 172% increase in minority population from 1990 to 2010; within that increase, the population of African Americans has increased 31% and the Hispanic population has increased 416%.



Source: US Bureau of the Census



Source: US Bureau of the Census

- d. While statewide, Iowa's white population stands at 93.3%, the percentage of whites in the 4 urban cities addressed in this training range from 76.4% to 82.5%.
3. The proportions of minority populations are changing within communities as well as statewide. Those changes have implications for cultural understanding and the school-to-court process.



Note to
facilitator:
Included in
the

supplemental
materials is a section
on poverty and
median family
income, an optional
section that can be
inserted here.

Show PowerPoint slide:

Students Eligible for
Free and Reduced
Price Lunch, 2000 –
2010 Comparison

16 Statewide – Free
and Reduced Lunch
Eligible

17 Black Hawk –
Free and Reduced
Lunch Eligible

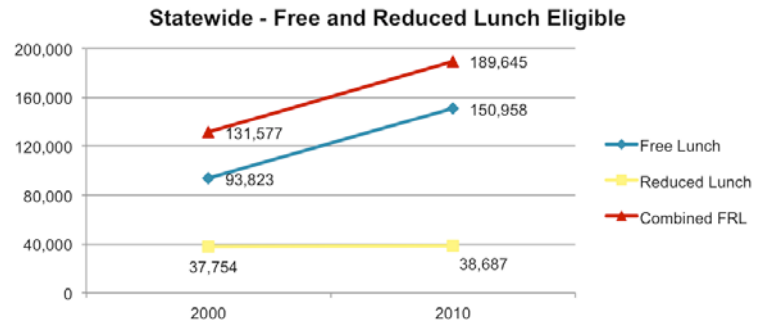
18 Johnson – Free
and Reduced Lunch
Eligible

19 Polk – Free and
Reduced Lunch
Eligible

20 Woodbury – Free
and Reduced Lunch
Eligible

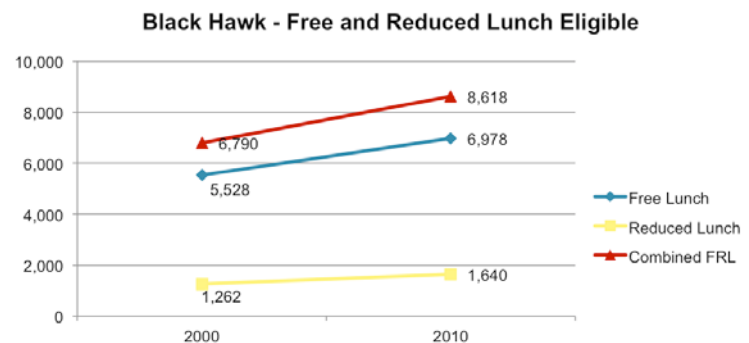
D. We know that the economic health of a family can impact the children in the family. The next charts demonstrate the change in the number of students eligible for Free and Reduced Price Lunch from 2000 to 2010.

1. Statewide, the percent of students eligible for Free and Reduced lunch increased from 26.7% in 2000 to 38.2% in 2010.



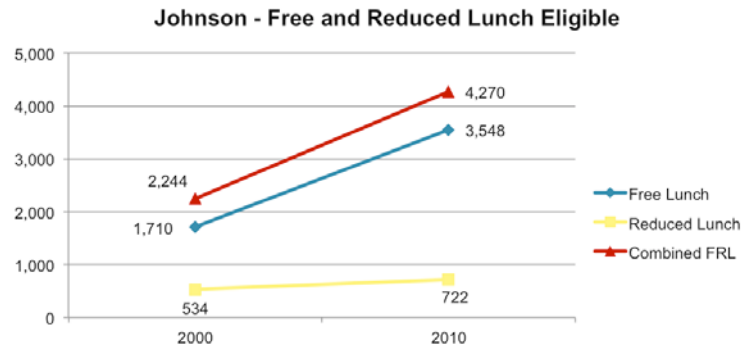
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

2. In Black Hawk County, the percent of students eligible for Free and Reduced lunch increased from 39.1% in 2000 to 48.0% in 2010.



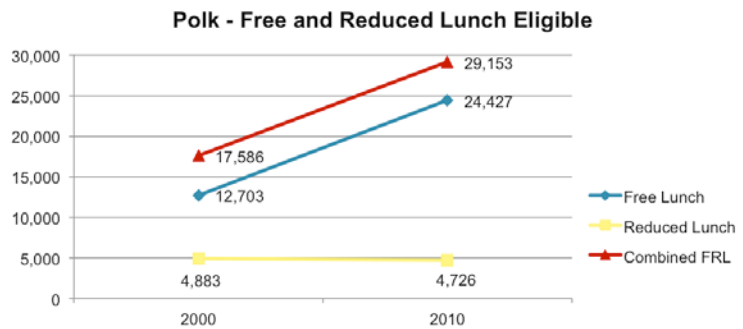
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

3. In Johnson County, the percent of students eligible for Free and Reduced lunch increased from 17.0% in 2000 to 27.4% in 2010.



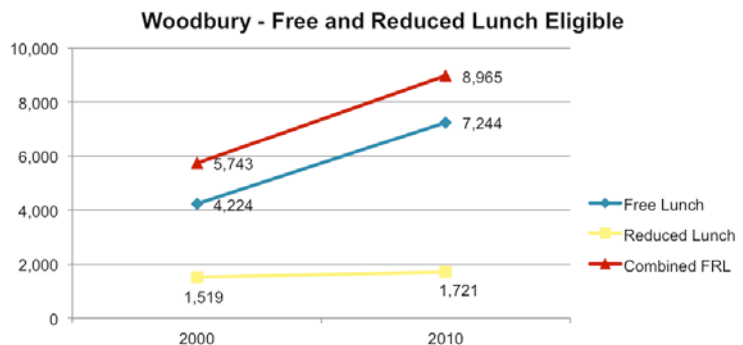
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

4. In Polk County, the percent of students eligible for Free and Reduced lunch increased from 28.3% in 2000 to 41.0% in 2010.



Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

5. In Woodbury County, the percent of students eligible for Free and Reduced lunch increased from 31.1% in 2000 to 48.6% in 2010.



Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

Show PowerPoint Slide and refer participants to packets.

School removals include in-school and out-of-school suspension, expulsion, and placement in an interim setting. These data are from Iowa Department of Education and are compiled from the data provided by the districts as part of regular reporting.

Show slide on DMC graphs.

21 2010 – 2011 Enrollment and Removals

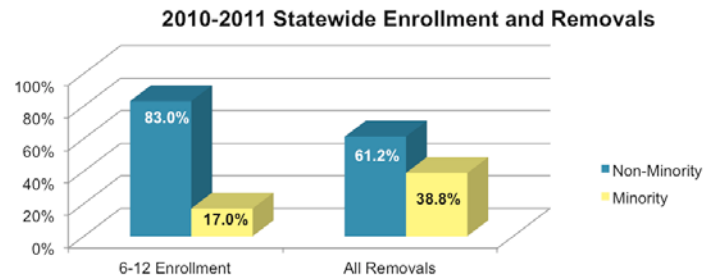
22 2010 – State Youth Population Compared to Referrals and Arrests

E. We'll look at several types of data that are available.

1. Data specific to disproportionate minority contact come from the schools and the justice systems.
2. First, we'll review the graphs you saw in your discussion of the school-to-court process, taking a look at them from a different perspective.

a. Look at the graph on school removals.

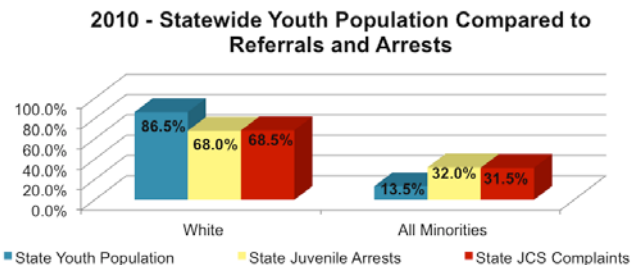
- i. This illustrates the difference in percentage of removals from school of minority students and non-minority students.



Source: Iowa Department of Education, Basic Educational Data Survey (BEDS)

b. Look now at the data on the state youth population compared to referrals and arrests.

- i. These, too, illustrate the total population and compare arrests and complaints to show the percentages of each.



Source: Iowa Department of Education, Basic Educational Data Survey (BEDS)
FBI's Uniform Crime Reporting, Juvenile Arrests
Iowa's Justice Data Warehouse

Show PowerPoint Slide:

23 State Removal by Race/Ethnicity and Gender

24 Waterloo Removal by Race/Ethnicity and Gender

25 Iowa City Removal by Race/Ethnicity and Gender

26 Des Moines Removal by Race/Ethnicity and Gender

27 Sioux City Removal by Race/Ethnicity and Gender

Looking at gender breakdowns can be used to identify behavior and contact differences between males and females.

Other breakdowns of gender by race yield small numbers and reduce reliability of any conclusions that may be drawn.

c. We also have more detailed information on school removals statewide and for the school district.

STATEWIDE REMOVAL BY RACE/ETHNICITY AND GENDER

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	18.4%	9,209	24.9%	12,468	12.2%	6,107	31.1%	15,570
Attendance	9.8%	4,915	17.4%	8,742	10.3%	5,158	17.0%	8,499
Physical Fighting	6.3%	3,151	9.9%	4,950	4.3%	2,172	11.8%	5,929
Drugs, Alcohol, Tobacco	1.5%	740	3.7%	1,843	1.4%	680	3.8%	1,903
Violent Behavior	1.8%	880	2.7%	1,369	1.1%	573	3.3%	1,676
Property	0.8%	394	1.8%	882	0.7%	342	1.9%	934
Weapons	0.4%	181	0.8%	408	0.2%	77	1.0%	512
All Removals	20.5%	10,261	36.3%	18,194	18.0%	9,002	38.8%	19,453
6-12 Fall BEDS Enrollment	17.0%	43,118	83.0%	210,325	48.5%	122,983	51.5%	130,460

Source: Iowa Department of Education

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12 2010-2011 School Year Waterloo

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	44.1%	1,862	24.5%	1,031	26.3%	1,105	42.3%	1,778
Attendance	6.3%	264	4.4%	186	4.0%	170	6.7%	280
Physical Fighting	8.4%	353	3.8%	158	3.3%	138	8.9%	373
Violent Behavior	3.4%	145	1.8%	74	1.2%	51	4.0%	168
Drugs, Alcohol, Tobacco	1.1%	46	1.1%	46	0.4%	16	1.8%	76
Property	0.5%	19	0.7%	29	0.3%	11	0.9%	37
Weapons	*	*	*	*	*	*	*	*
All Removals	63.7%	2,679	36.3%	1,524	35.5%	1,491	64.5%	2,712
6-12 Fall BEDS Enrollment	40.3%	2,140	69.7%	3,165	49.3%	2,613	60.7%	2,692

Source: Iowa Department of Education

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12 2010-2011 School Year Des Moines

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	34.6%	2,621	17.8%	1,360	16.9%	1,278	35.5%	2,692
Attendance	11.8%	896	6.2%	471	7.9%	601	10.1%	766
Physical Fighting	11.9%	904	5.5%	420	6.6%	497	10.9%	827
Drugs, Alcohol, Tobacco	2.5%	189	2.0%	154	1.1%	82	3.4%	261
Violent Behavior	2.8%	215	1.5%	133	1.3%	98	3.3%	250
Property	1.1%	80	0.7%	50	0.3%	20	1.5%	110
Weapons	0.8%	60	0.5%	39	0.3%	19	1.1%	80
All Removals	65.5%	4,965	34.5%	2,617	34.2%	2,598	65.8%	4,986
6-12 Fall BEDS Enrollment	49.4%	7,569	50.6%	7,747	48.6%	7,442	51.4%	7,874

Source: Iowa Department of Education

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12 2010-2011 School Year Iowa City

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	26.2%	211	12.9%	104	16.4%	124	23.7%	191
Attendance	25.1%	202	8.8%	71	10.9%	88	23.0%	185
Physical Fighting	13.3%	107	6.1%	49	4.5%	36	14.9%	120
Drugs, Alcohol, Tobacco	3.8%	31	3.8%	31	*	*	*	*
Property	*	*	*	*	1.4%	11	1.2%	10
Weapons	*	*	*	*	*	*	*	*
Violent Behavior	*	*	*	*	*	*	*	*
All Removals	68.4%	551	31.6%	255	32.1%	259	62.8%	506
6-12 Fall BEDS Enrollment	31.4%	1,864	68.6%	4,079	48.2%	2,867	51.8%	3,076

Source: Iowa Department of Education

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12 2010-2011 School Year Sioux City

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	15.5%	223	17.9%	258	8.7%	125	24.8%	356
Attendance	18.4%	265	17.7%	255	14.5%	209	21.6%	311
Physical Fighting	8.4%	135	8.4%	121	6.1%	87	11.8%	169
Drugs, Alcohol, Tobacco	2.6%	38	2.8%	40	1.8%	26	3.6%	52
Violent Behavior	1.9%	27	1.9%	28	0.8%	12	3.0%	43
Property	1.8%	26	1.5%	22	1.4%	20	1.9%	28
Weapons	*	*	*	*	*	*	*	*
All Removals	49.7%	714	50.3%	724	33.3%	479	66.7%	959
6-12 Fall BEDS Enrollment	38.9%	2,750	61.1%	4,312	48.8%	3,449	51.2%	3,613

Source: Iowa Department of Education

- These data provide detail on the reason for removal, minority/non-minority status, and gender.
- These data break out data by gender as well, which is not always available.
- How does this inform your work and support planning for reducing disproportionality?

Show Iowa Juvenile Arrest rates by race/ethnicity.

28 Statewide Juvenile Arrest Rates per 1,000

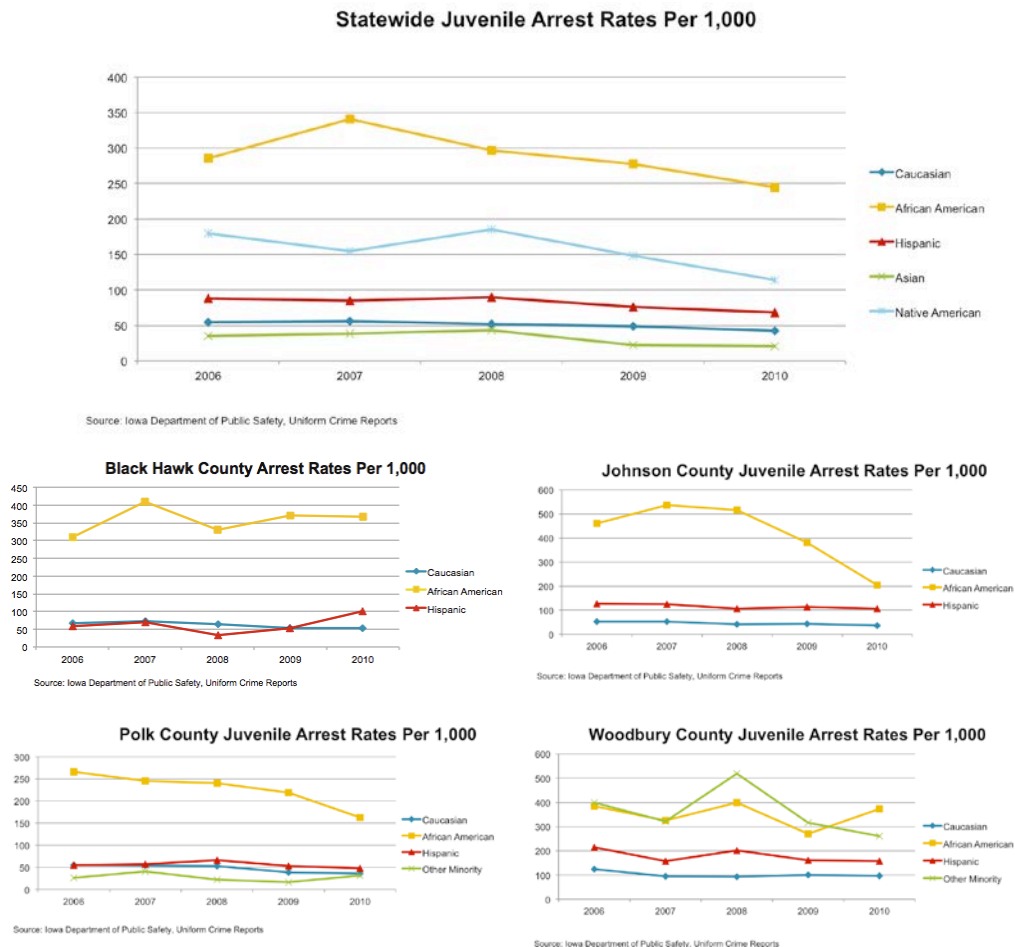
29 Black Hawk County Juvenile Arrest Rates per 1,000

30 Johnson County Juvenile Arrest Rates per 1,000

31 Polk County Juvenile Arrest Rates per 1,000

32 Woodbury Juvenile Arrest Rates per 1,000

d. Juvenile arrest rates are also provided by race/ethnicity.



- i. These charts are presented for the state and for your county for 2006 through 2010.
- ii. They give you an idea of changes that may be occurring in disproportionate minority contact.

Show 2010 Top Ten Arresting Offenses

33 Top 10 Arresting Offenses – Statewide, Females by Race

34 Top 10 Arresting Offenses – Statewide, Males by Race

35 Top 10 Arresting Offenses – Black Hawk County, Females by Race

36 Top 10 Arresting Offenses – Black Hawk County, Males by Race

37 Top 10 Arresting Offenses – Johnson, Females by Race

38 Top 10 Arresting Offenses – Johnson, Males by Race

39 Top 10 Arresting Offenses – Polk County, Females by Race

40 Top 10 Arresting Offenses – Polk County, Males by Race

41 Top 10 Arresting Offenses – Woodbury, Females by Race

42 Top 10 Arresting Offenses – Woodbury, Males by Race

e. The top 10 arresting offenses are provided by gender and race.

2010 TOP TEN ARRESTING OFFENSES - STATEWIDE
Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	834	22.1%	463	25.5%
Disorderly Conduct	342	9.1%	373	20.6%
Simple Assault	379	10.0%	314	17.3%
Liquor Law Violations	551	14.6%	50	2.8%
All Other Offenses	331	8.8%	89	4.9%
All Other Larceny	252	6.7%	137	7.5%
Curfew Violations	194	5.1%	44	2.4%
Drug Violations	169	4.5%	35	1.9%
Vandalism	122	3.2%	62	3.4%
Runaway	137	3.6%	43	2.4%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
BLACK HAWK COUNTY
Females By Race

	Caucasian		Minority	
	N	%	N	%
All Other Larceny*	95	54.9%	71	37.2%
Disorderly Conduct	11	6.4%	48	25.1%
Simple Assault	11	6.4%	25	13.1%
All Other Offenses	12	6.9%	12	6.3%
Aggravated Assault	4	2.3%	14	7.3%
Vandalism	6	3.5%	10	5.2%
Drug Violations	13	7.5%	3	1.6%
Liquor Law Violations	8	4.6%	2	1.0%
Drunkenness	5	2.9%	0	0.0%
Motor Vehicle Theft	2	1.2%	2	1.0%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
JOHNSON COUNTY
Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	38	34.2%	33	35.5%
Disorderly Conduct	10	9.0%	26	28.0%
All Other Offenses	14	12.6%	11	11.8%
Liquor Law Violations	17	15.3%	1	1.1%
Simple Assault	3	2.7%	5	5.4%
Drug Violations	4	3.6%	3	3.2%
Drunkenness	7	6.3%	0	0.0%
Runaway	5	4.5%	2	2.2%
Theft From Building	3	2.7%	3	3.2%
Stolen Property	2	1.8%	1	1.1%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
POLK COUNTY
Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	186	46.4%	120	39.1%
Simple Assault	49	12.2%	66	21.5%
Disorderly Conduct	27	6.7%	38	12.4%
Drug Violations	26	6.5%	6	2.0%
Liquor Law Violations	26	6.5%	3	1.0%
Vandalism	12	3.0%	10	3.3%
All Other Offenses	15	3.7%	4	1.3%
All Other Larceny	5	1.2%	12	3.9%
Burglary	7	1.7%	9	2.9%
Aggravated Assault	3	0.7%	12	3.9%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
WOODBURY COUNTY
Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	99	34.9%	83	32.0%
Simple Assault	70	24.6%	51	19.7%
Disorderly Conduct	29	10.2%	53	20.5%
Vandalism	20	7.0%	13	5.0%
All Other Larceny	10	3.5%	11	4.2%
Trespass	9	3.2%	12	4.6%
All Other Offenses	10	3.5%	10	3.9%
Drug Violations	8	2.8%	8	3.1%
Drunkenness	1	0.4%	11	4.2%
Liquor Law Violations	9	3.2%	2	0.8%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES - STATEWIDE
Males By Race

	Caucasian		Minority	
	N	%	N	%
Simple Assault	942	11.8%	581	13.8%
Disorderly Conduct	764	9.5%	572	13.6%
All Other Offenses	777	9.7%	334	7.9%
Drug Violations	751	9.4%	318	7.5%
Vandalism	710	8.9%	308	7.3%
Shoplifting	586	7.3%	413	9.8%
Burglary	459	5.7%	365	8.7%
Liquor Law Violations	632	7.9%	135	3.2%
All Other Larceny	447	5.6%	260	6.2%
Aggravated Assault	249	3.1%	143	3.4%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
BLACK HAWK COUNTY
Males By Race

	Caucasian		Minority	
	N	%	N	%
Burglary	66	20.4%	163	27.7%
All Other Larceny*	53	16.4%	87	14.8%
Disorderly Conduct	37	11.5%	95	16.1%
Simple Assault	27	8.4%	77	13.1%
Drug Violations	54	16.7%	36	6.1%
Vandalism	26	8.0%	53	9.0%
All Other Offenses	24	7.4%	29	4.9%
Aggravated Assault	9	2.8%	19	3.2%
Motor Vehicle Theft	4	1.2%	6	1.0%
Weapon Law Violations	5	1.5%	5	0.8%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
JOHNSON COUNTY
Males By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	67	34.9%	42	20.9%
Drug Violations	25	13.0%	22	10.9%
All Other Offenses	19	9.9%	23	11.4%
Disorderly Conduct	15	7.8%	26	12.9%
Simple Assault	7	3.6%	24	11.9%
Liquor Law Violations	20	10.4%	10	5.0%
Vandalism	10	5.2%	10	5.0%
Trespass	1	0.5%	11	5.5%
Aggravated Assault	4	2.1%	5	2.5%
Theft From Building	0	0.0%	9	4.5%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
POLK COUNTY
Males By Race

	Caucasian		Minority	
	N	%	N	%
Simple Assault	125	14.9%	116	16.6%
Shoplifting	105	12.5%	114	16.3%
Drug Violations	126	15.0%	63	9.0%
Vandalism	97	11.5%	55	7.9%
Disorderly Conduct	50	5.9%	70	10.0%
Burglary	42	5.0%	53	7.6%
All Other Offenses	47	5.6%	29	4.2%
All Other Larceny	28	3.3%	26	3.7%
Aggravated Assault	22	2.6%	26	3.7%
Trespass	28	3.3%	18	2.6%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

2010 TOP TEN ARRESTING OFFENSES
WOODBURY COUNTY
Males By Race

	Caucasian		Minority	
	N	%	N	%
Simple Assault	95	18.6%	91	18.8%
Disorderly Conduct	67	13.1%	107	22.2%
Shoplifting	77	15.1%	68	14.1%
Vandalism	72	14.1%	58	12.0%
All Other Offenses	41	8.0%	34	7.0%
Drug Violations	31	6.1%	29	6.0%
All Other Larceny	22	4.3%	28	5.8%
Drunkenness	13	2.5%	16	3.3%
Theft From Vehicle	19	3.7%	7	1.4%
Trespass	14	2.7%	9	1.9%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

Show only the slides – and include in packets – the statewide data and the data for your county.

Other offenses include alcohol violations and status offenses (those committed by people under age 18).

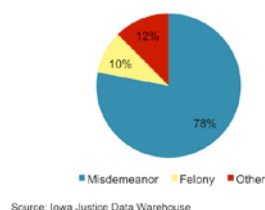
- i. The category of “All Other Offenses” includes mostly Possession of Burglary Tools, Cigarette Law Violations, Cruelty to Animals, Failure to Appear, Harassment, Harboring, Hit and Run, Leaving the Scene, Indecent Exposure, Obstruction, Obscene Phone Call, Probation Violation, Scalping, Unlawful Assembly.
 - ii. Note - While a specific UCR code for shoplifting offenses exists, such offenses in Black Hawk County are often reported under "All Other Larceny."
 - iii. How does the county compare to the state? Are there differences between male and female, and differences between Caucasian and minority offenses?
 - iv. How does this inform your work and planning to reduce disproportionality?
3. Taking a look now at the offense level may be helpful and add another data tool to your set.
 - a. These data reflect the number of ALLEGATIONS (offenses) referred to Juvenile Court Services for 2010.
 - b. The number of allegations would be greater than the number of individual youth referred, as any given youth may have had multiple allegations.

Show Offense Level and Offense by Gender

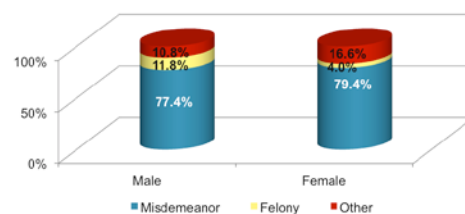
43 State of Iowa - Juvenile Offense Level 2010

44 State of Iowa - 2010 Offense Level By Gender

State of Iowa - Juvenile Offense Level 2010



State of Iowa - 2010 Offense Level By Gender



c. You can compare the statewide offense level with that of your county.

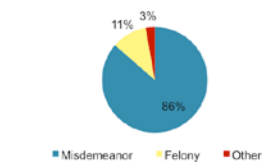
- i. Statewide there were a total of 29,073 offenses, with the breakdown of misdemeanors, felonies, and other offenses shown in the pie chart.
- ii. 68.2% of offenses statewide involved white juveniles; 31.8% involved minority juveniles.
- iii. 77.4% of offenses involving males were misdemeanors; 79.4% of offenses involving females were misdemeanors. 11.8% of male offenses were felonies, 4% of female offenses were felonies.

45 Black Hawk County - Juvenile Offense Level 2010

46 Black Hawk - 2010 Offense Level By Gender

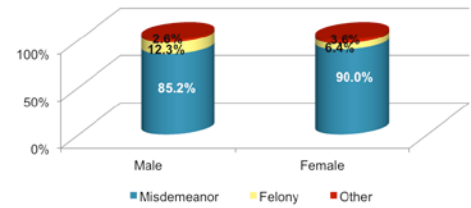
d. In Black Hawk County:

Black Hawk County - Juvenile Offense Level 2010



Source: Iowa Justice Data Warehouse

Black Hawk County - 2010 Offense Level By Gender



Source: Iowa Justice Data Warehouse

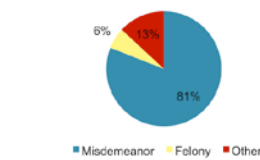
- i. In Black Hawk County there were a total of 2,045 offenses, with the breakdown of misdemeanors, felonies, and other offenses shown in the pie chart.
- ii. 36.5% of offenses involved white juveniles; 63.5% involved minority juveniles.
- iii. 85.2% of offenses involving males were misdemeanors; 90% of offenses involving females were misdemeanors. 12.3% of male offenses were felonies, 6.4% of female offenses were felonies.

47 Johnson County - Juvenile Offense Level 2010

48 Johnson County - 2010 Offense Level By Gender

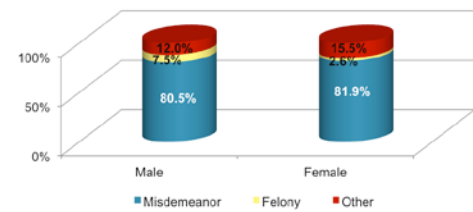
e. In Johnson County:

Johnson County - Juvenile Offense Level 2010



Source: Iowa Justice Data Warehouse

Johnson County - 2010 Offense Level By Gender



Source: Iowa Justice Data Warehouse

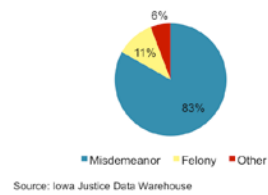
- In Johnson County there were a total of 846 offenses, with the breakdown of misdemeanors, felonies, and other offenses shown in the pie chart.
- 49.4% of offenses involved white juveniles; 50.6% involved minority juveniles.
- 80.5% of offenses involving males were misdemeanors; 81.9% of offenses involving females were misdemeanors. 7.5% of male offenses were felonies, 2.6% of female offenses were felonies.

49 Polk County - Juvenile Offense Level 2010

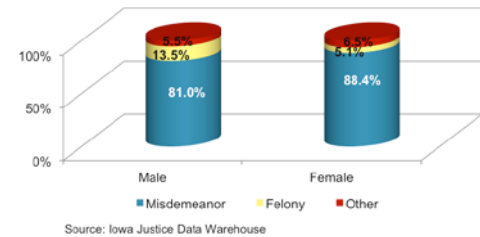
50 Polk County - 2010 Offense Level By Gender

f. In Polk County:

Polk County - Juvenile Offense Level
2010



Polk County - 2010 Offense Level By Gender

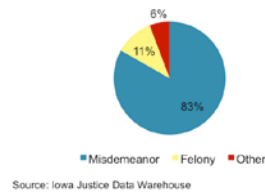


- i. In Polk County there were a total of 3,374 offenses, with the breakdown of misdemeanors, felonies, and other offenses shown in the pie chart.
- ii. 56.6% of offenses involved white juveniles; 43.4% involved minority juveniles.
- iii. 81% of offenses involving males were misdemeanors; 88.4% of offenses involving females were misdemeanors. 13.5% of male offenses were felonies, 5.1% of female offenses were felonies.

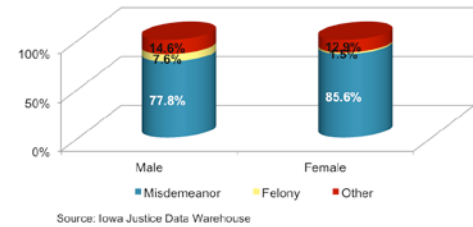
51 Woodbury County - Juvenile Offense Level 2010

52 Woodbury County - 2010 Offense Level By Gender

Woodbury County - Juvenile Offense
Level 2010



Woodbury County - 2010 Offense Level By Gender



- g. In Woodbury County:
- In Woodbury County there were a total of 2,100 offenses, with the breakdown of misdemeanors, felonies, and other offenses shown in the pie chart.
 - 55.0% of offenses involved white juveniles; 45.0% involved minority juveniles.
 - 77.8% of offenses involving males were misdemeanors; 85.6% of offenses involving females were misdemeanors. 7.6% of male offenses were felonies, 1.5% of female offenses were felonies.
- h. How do these data inform your work and support planning to reduce disproportionality?
4. We also have data on juvenile recidivism.

Show pie charts on subsequent complaints of new juveniles

53 Black Hawk County Subsequent Juvenile Complaints

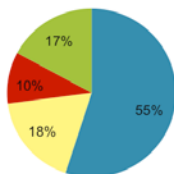
54 Johnson County Subsequent Juvenile Complaints

55 Polk County Subsequent Juvenile Complaints

56 Woodbury County Subsequent Juvenile Complaints

- a. New juveniles were tracked through 2009 – for 18 months – with any subsequent complaints. Those are shown in the pie chart to illustrate the proportion of individuals with 0, 1, 2, or 3 or more subsequent complaints during the time they were tracked.

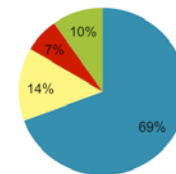
**Black Hawk County
Subsequent Juvenile Complaints**



■ No Complaints ■ 1 Complaint ■ 2 Complaints ■ 3+ Complaints

Source: Iowa Criminal and Juvenile Justice Planning

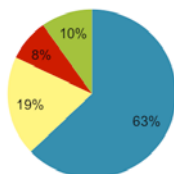
**Johnson County
Subsequent Juvenile Complaints**



■ No Complaints ■ 1 Complaint ■ 2 Complaints ■ 3+ Complaints

Source: Iowa Criminal and Juvenile Justice Planning

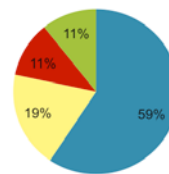
**Polk County
Subsequent Juvenile Complaints**



■ No Complaints ■ 1 Complaint ■ 2 Complaints ■ 3+ Complaints

Source: Iowa Criminal and Juvenile Justice Planning

**Woodbury County
Subsequent Juvenile Complaints**



■ No Complaints ■ 1 Complaint ■ 2 Complaints ■ 3+ Complaints

Source: Iowa Criminal and Juvenile Justice Planning

F. Taken together what do these data tell you?

1. These data are all quantitative data.
2. What type of quantitative data may be necessary to complete the picture?
3. How can you utilize these data in ensuring your organization is planning and implementing strategies to reduce disproportionate minority contact with youth in your community?



Cue video
of Des
Moines
Police Chief

Judy Bradshaw on
the topic of using
data to set program
priorities.

Break into small
groups.

Be sure to use the
appropriate slide or
write on the easel
pad the topics for
participants consider
and deliberate.

Refer back to Module
2 easel pad notes on
school-to-court
decision points and
data needed.

IV. We have a brief video clip that will set the stage for the remainder of our discussion on data and trends. This features Judy Bradshaw, Chief of Police in Des Moines.

V. As you tie your discussions together, think about the following – and feel free to discuss freely with those sitting near you. Then we'll pool our ideas and thoughts as a large group.

- A. Return to the school-to-court process in the previous session, and identify the decision points where data presented can be applied for the benefit of serving the at-risk youth.
- B. For all who work in the school, law enforcement, and juvenile court systems, what data do you need for your planning, policy, and practice?
 - 1. How can you use the data presented to heighten strategies for addressing disproportionality within your organization's current plans and initiatives?
 - 2. Discuss practical options for application of data in the organization's work or in proposed new efforts in reducing disproportionality?
- C. Now also take a look at the points we made on the paper. How do they fit with your discussions?

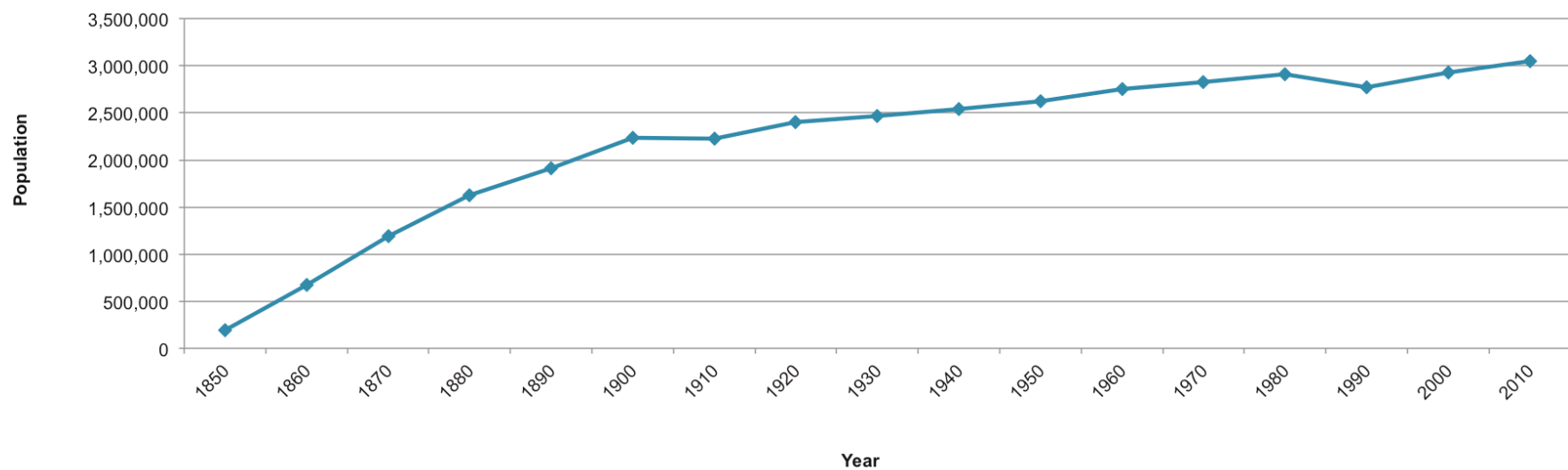
VI. This session has taken a look at data as a tool that organizations can use as they develop plans, policy, and practice or that will assist them in undertaking effective initiatives.



Cue Video:
Marilyn
Lantz

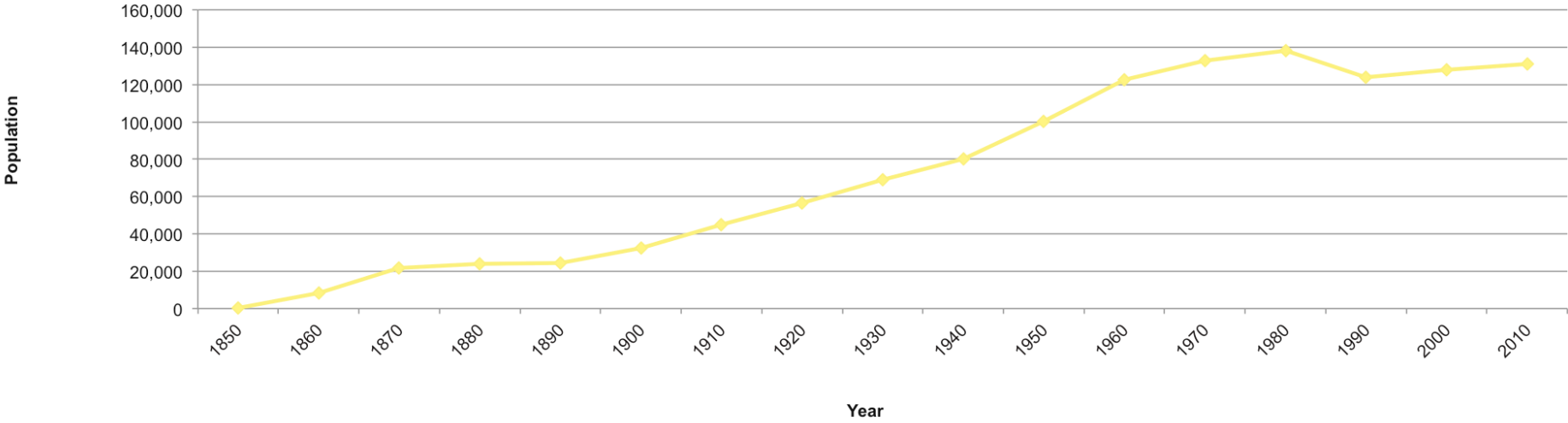
- A. Data compilation, reporting, or review are not ends in themselves.
- B. As we close, keep in mind that data overload can be as much a barrier as not having the right data.
- C. Throughout the remainder of these sessions you may identify additional ways that data can better support your work. Add those ideas to the ongoing discussions.
- D. Let's close with another clip of Marilyn Lantz of Polk County's Juvenile Court Services.

IOWA POPULATION TRENDS



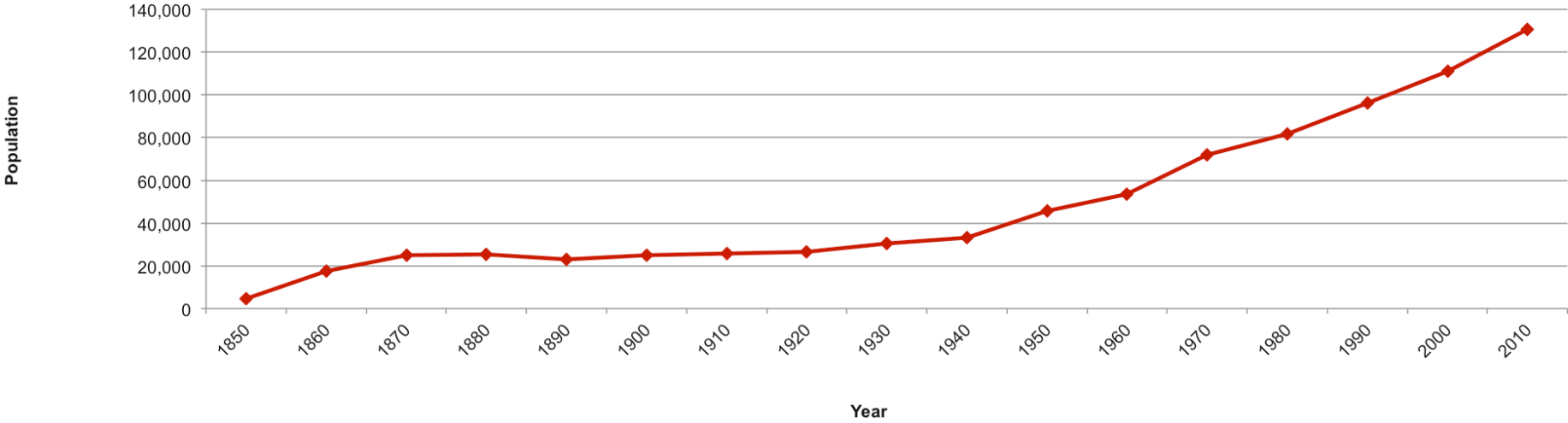
Source: US Bureau of the Census

BLACK HAWK COUNTY POPULATION TRENDS



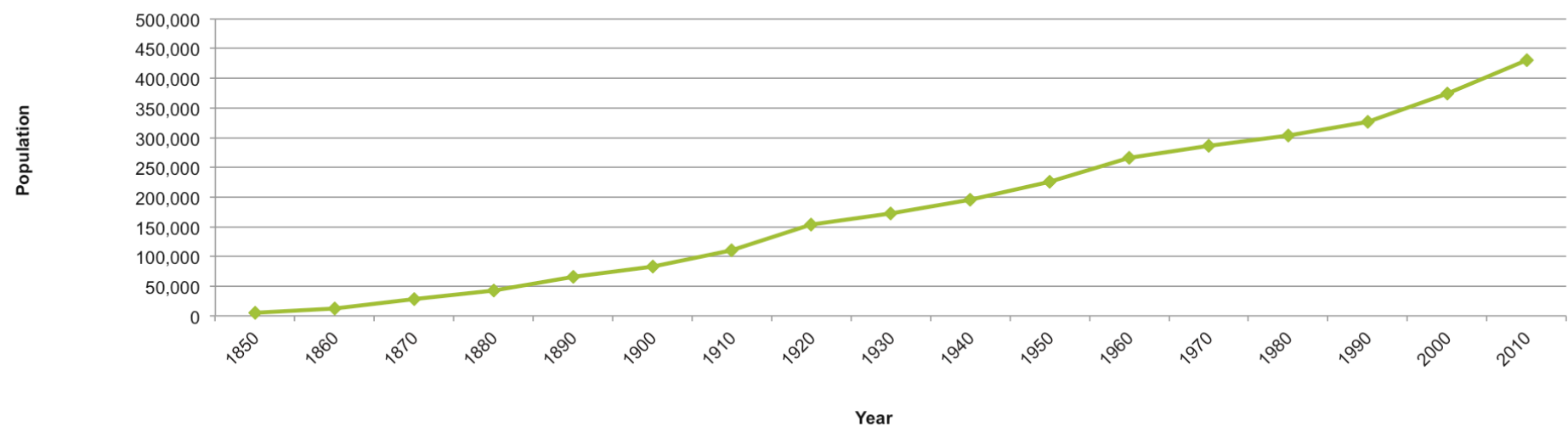
Source: US Bureau of the Census

JOHNSON COUNTY POPULATION TRENDS



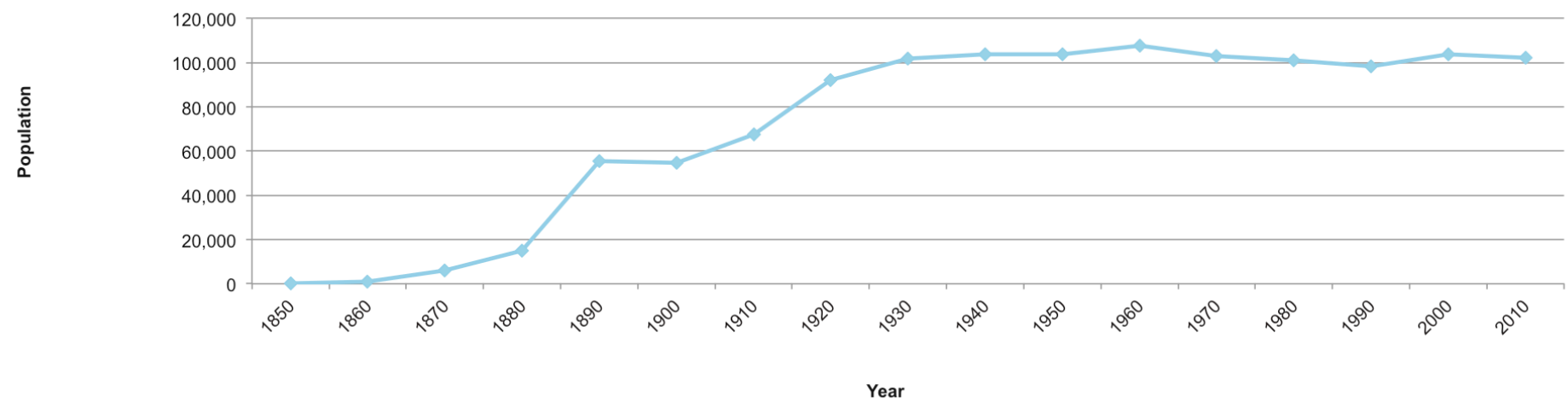
Source: US Bureau of the Census

POLK COUNTY POPULATION TRENDS



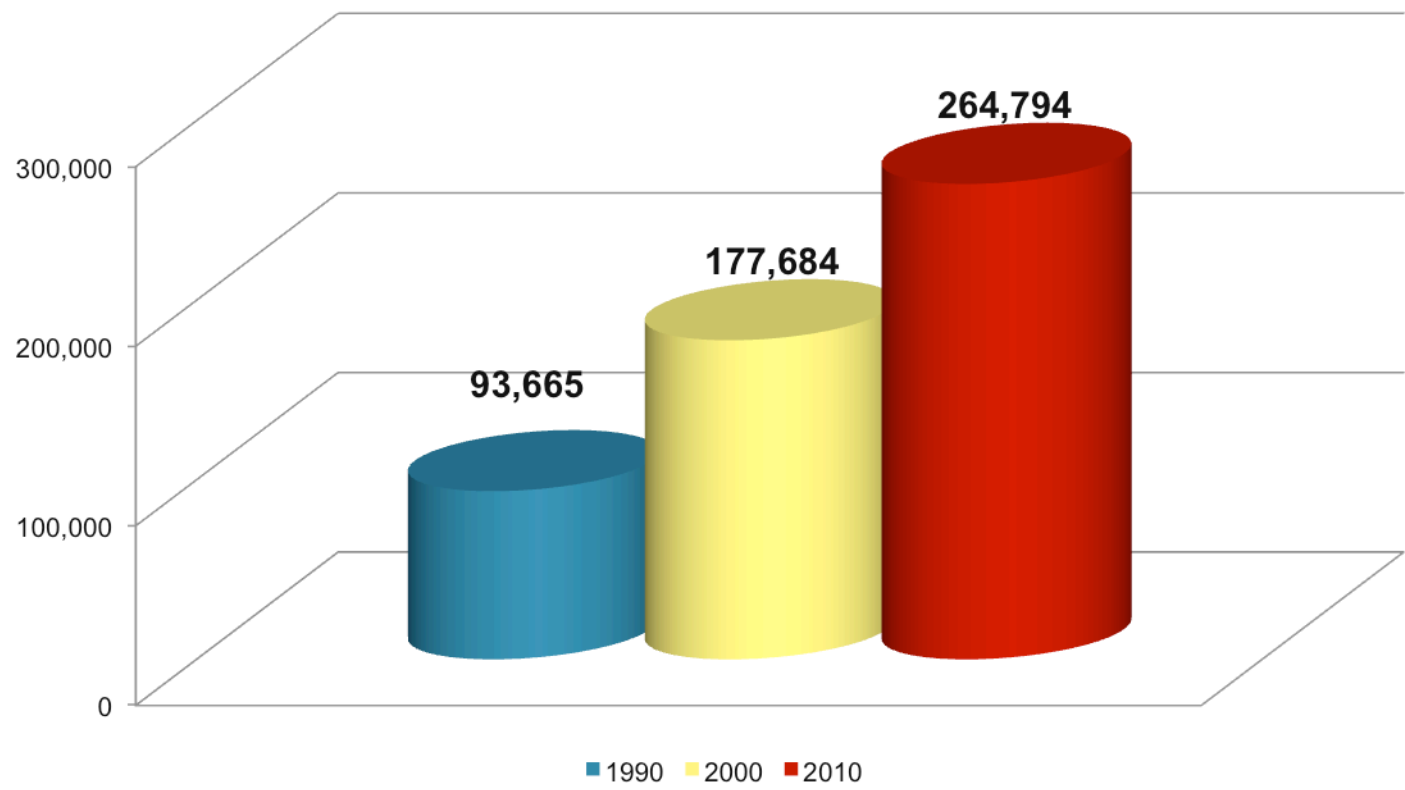
Source: US Bureau of the Census

WOODBURY COUNTY POPULATION TRENDS



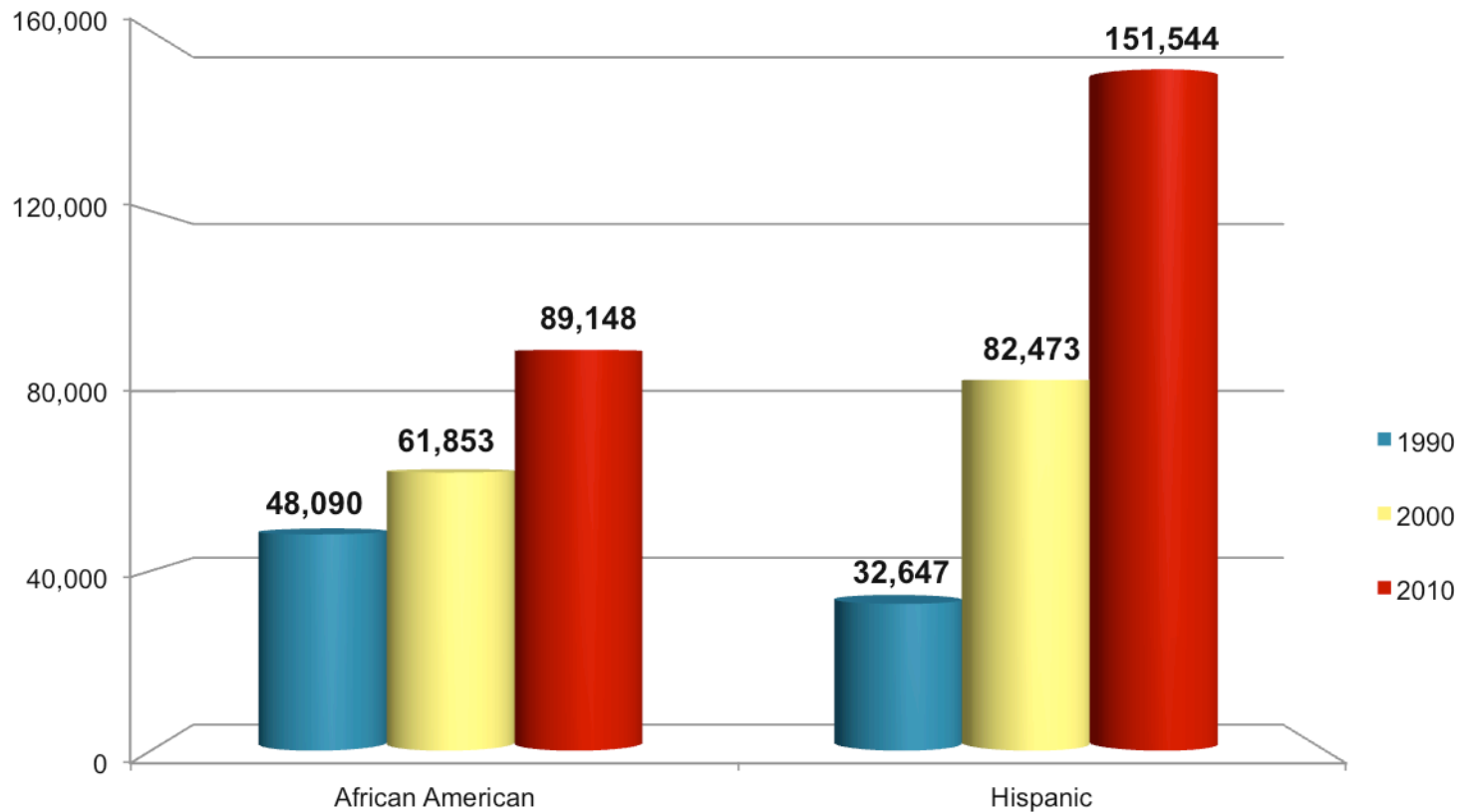
Source: US Bureau of the Census

IOWA MINORITY POPULATION



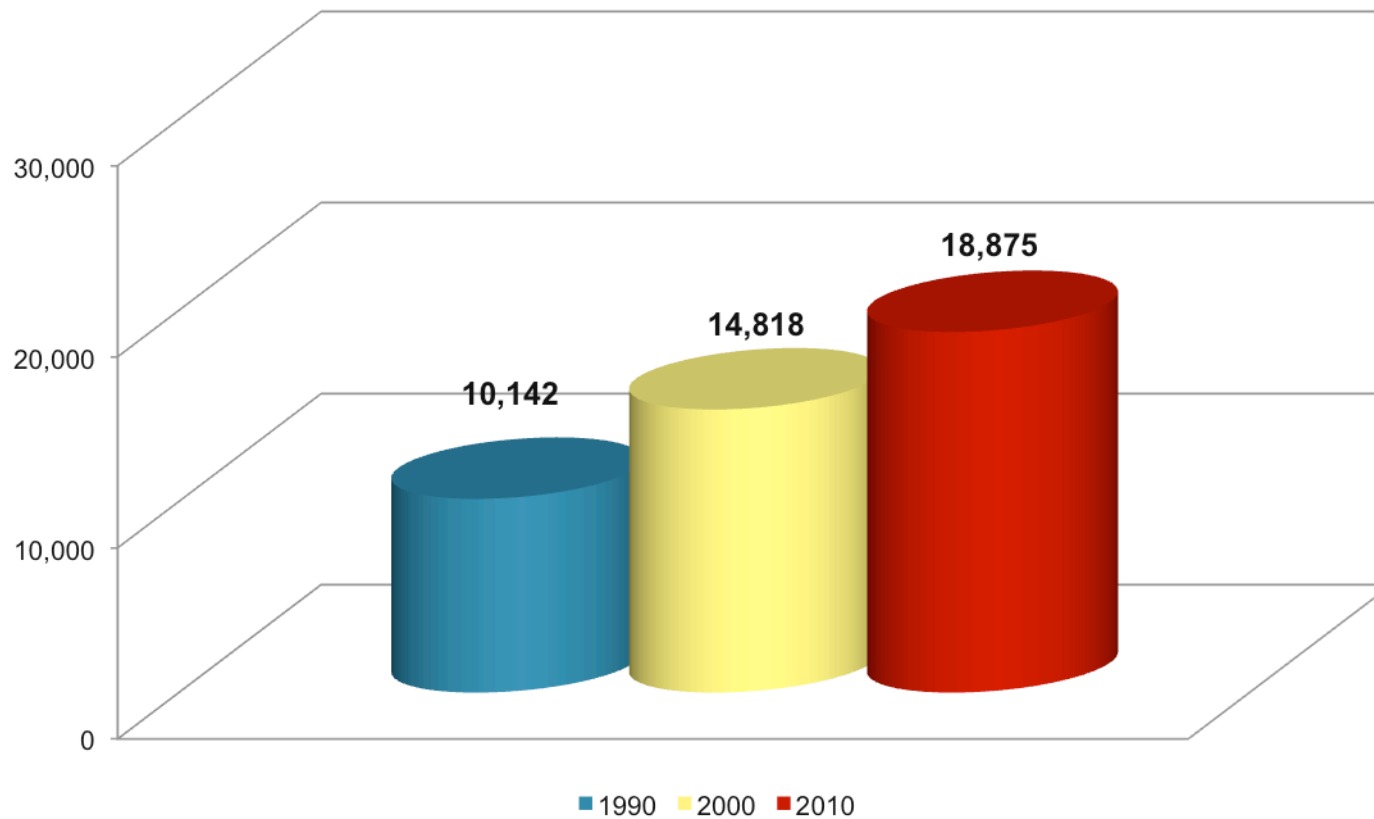
Source: US Bureau of the Census

IOWA HISPANIC AND AFRICAN AMERICAN POPULATIONS



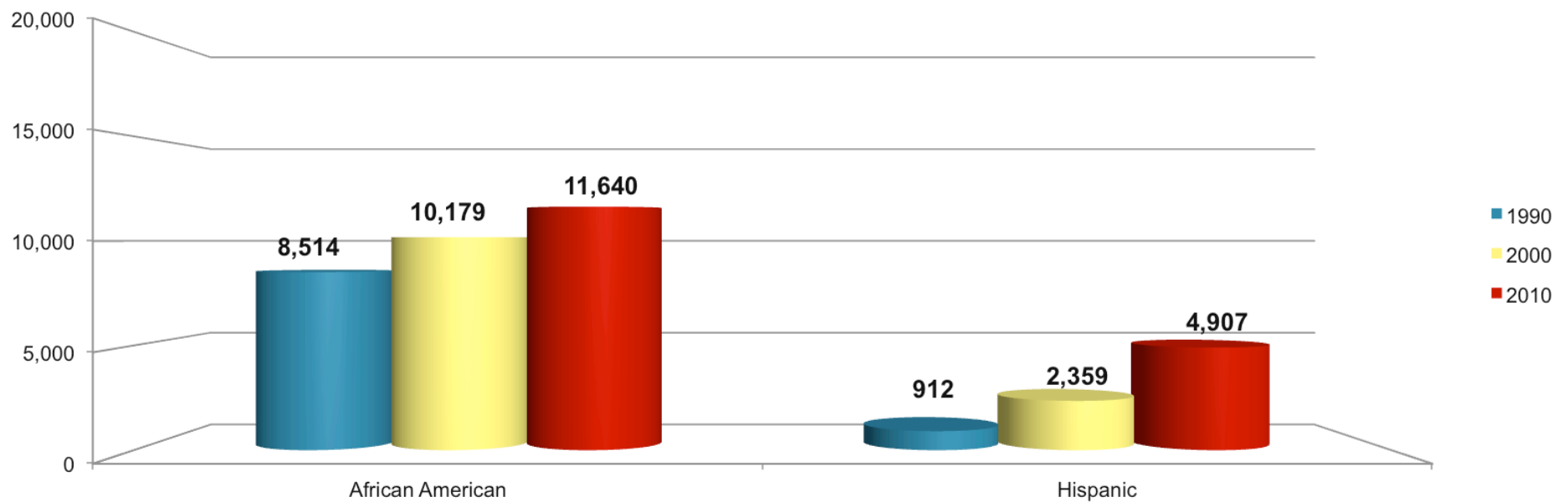
Source: US Bureau of the Census

BLACK HAWK MINORITY POPULATION



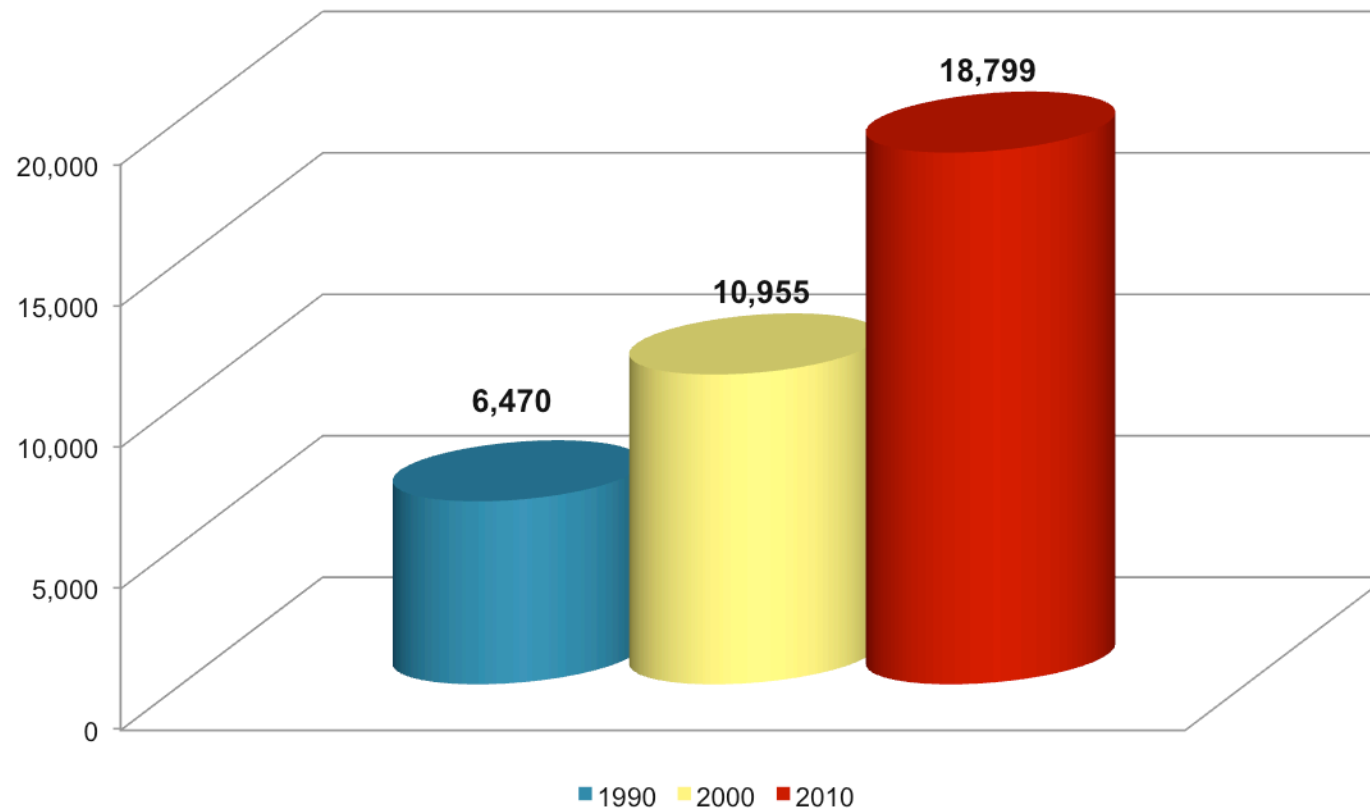
Source: US Bureau of the Census

BLACK HAWK HISPANIC AND AFRICAN AMERICAN POPULATIONS



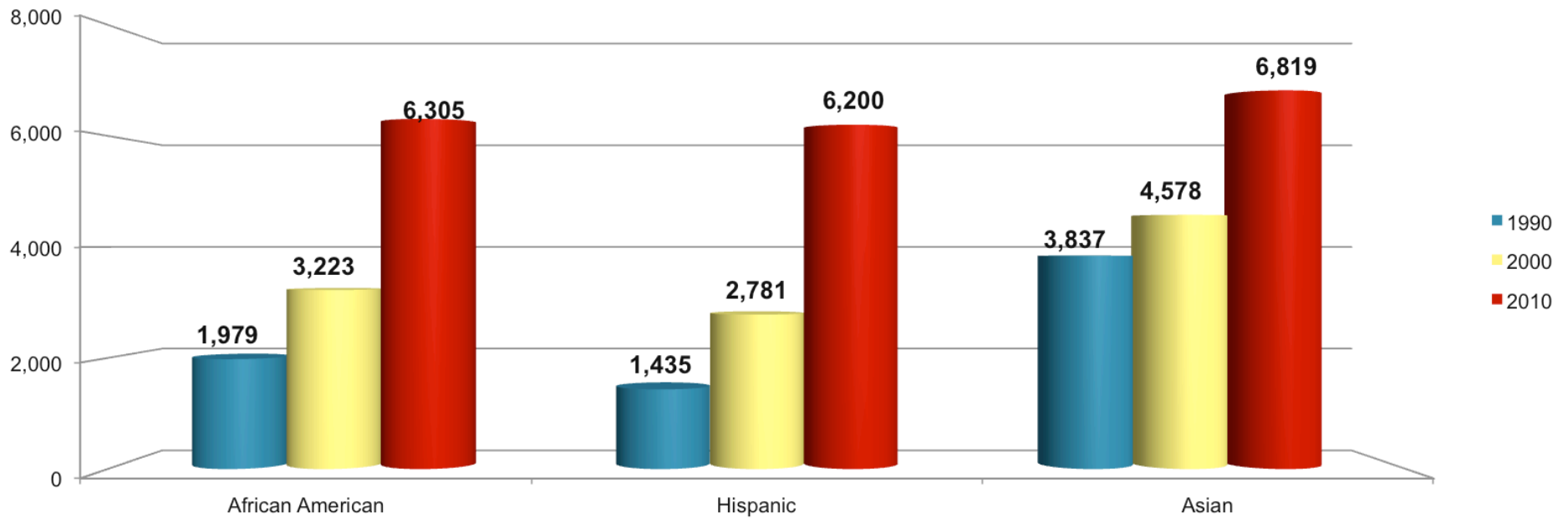
Source: US Bureau of the Census

JOHNSON MINORITY POPULATION



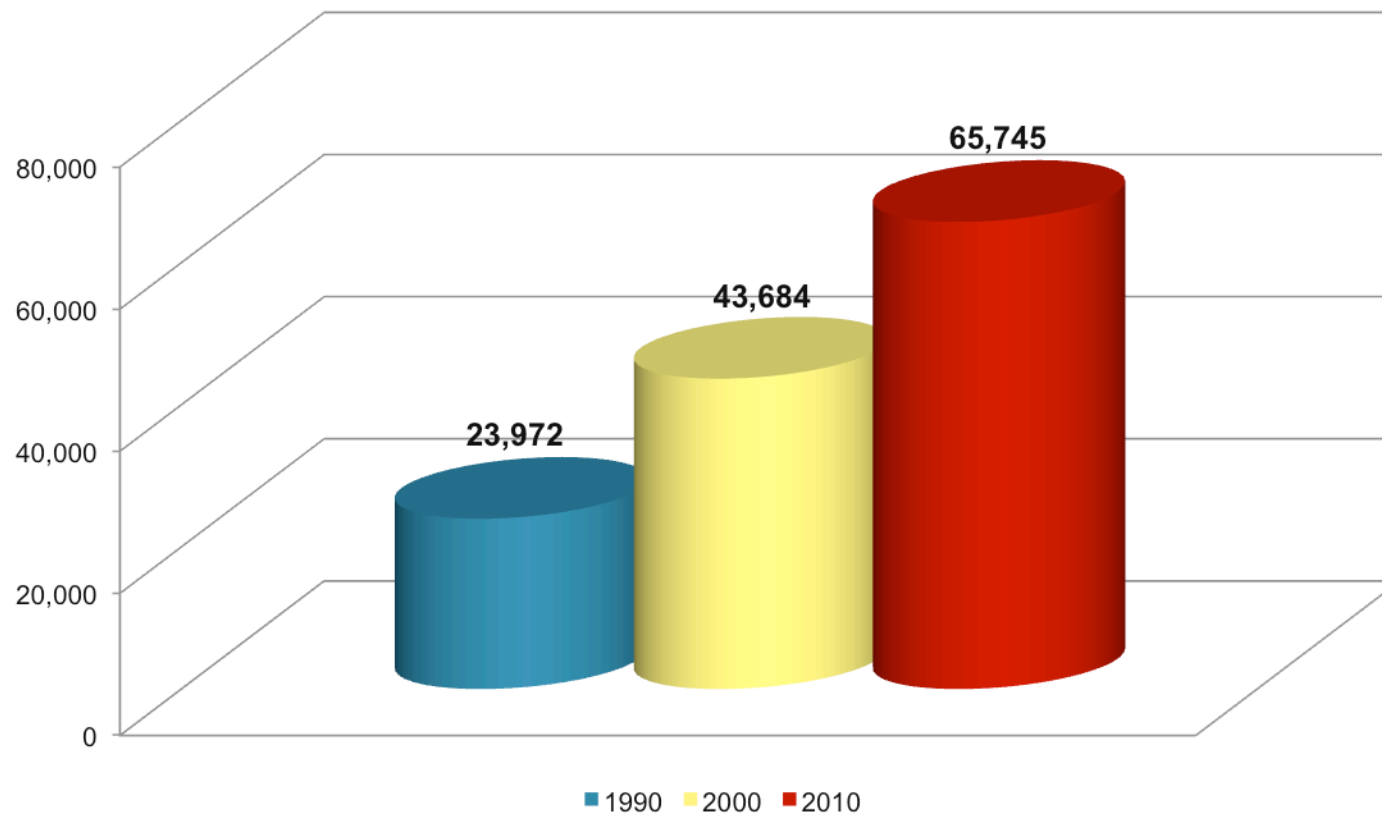
Source: US Bureau of the Census

JOHNSON HISPANIC AND AFRICAN AMERICAN POPULATIONS



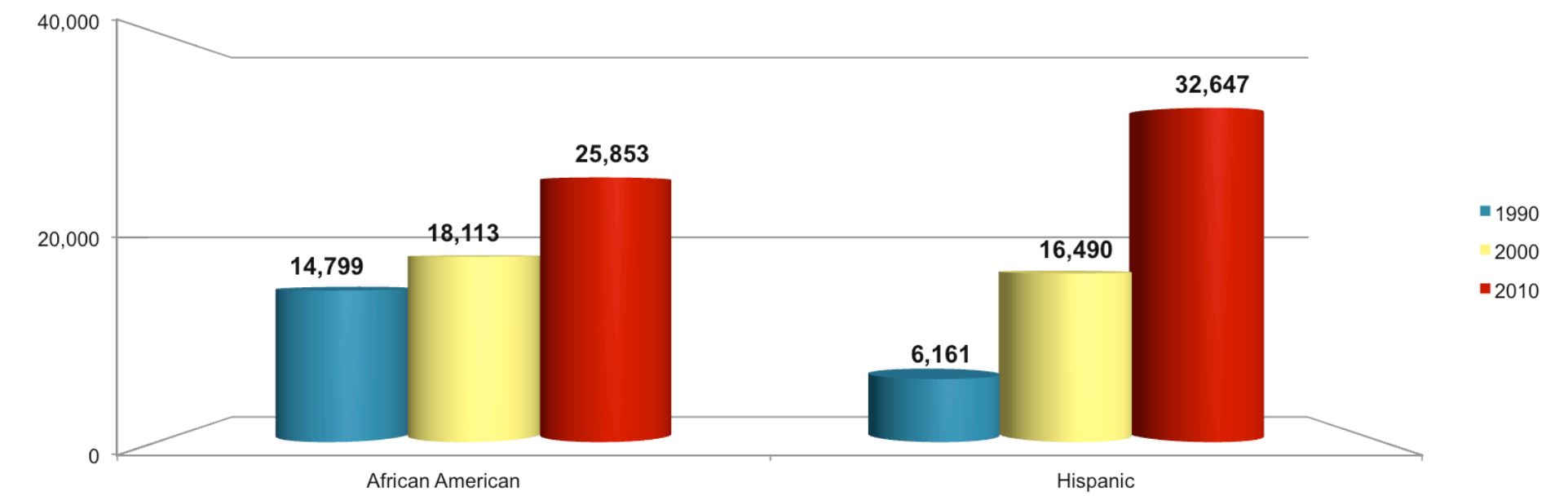
Source: US Bureau of the Census

POLK MINORITY POPULATION



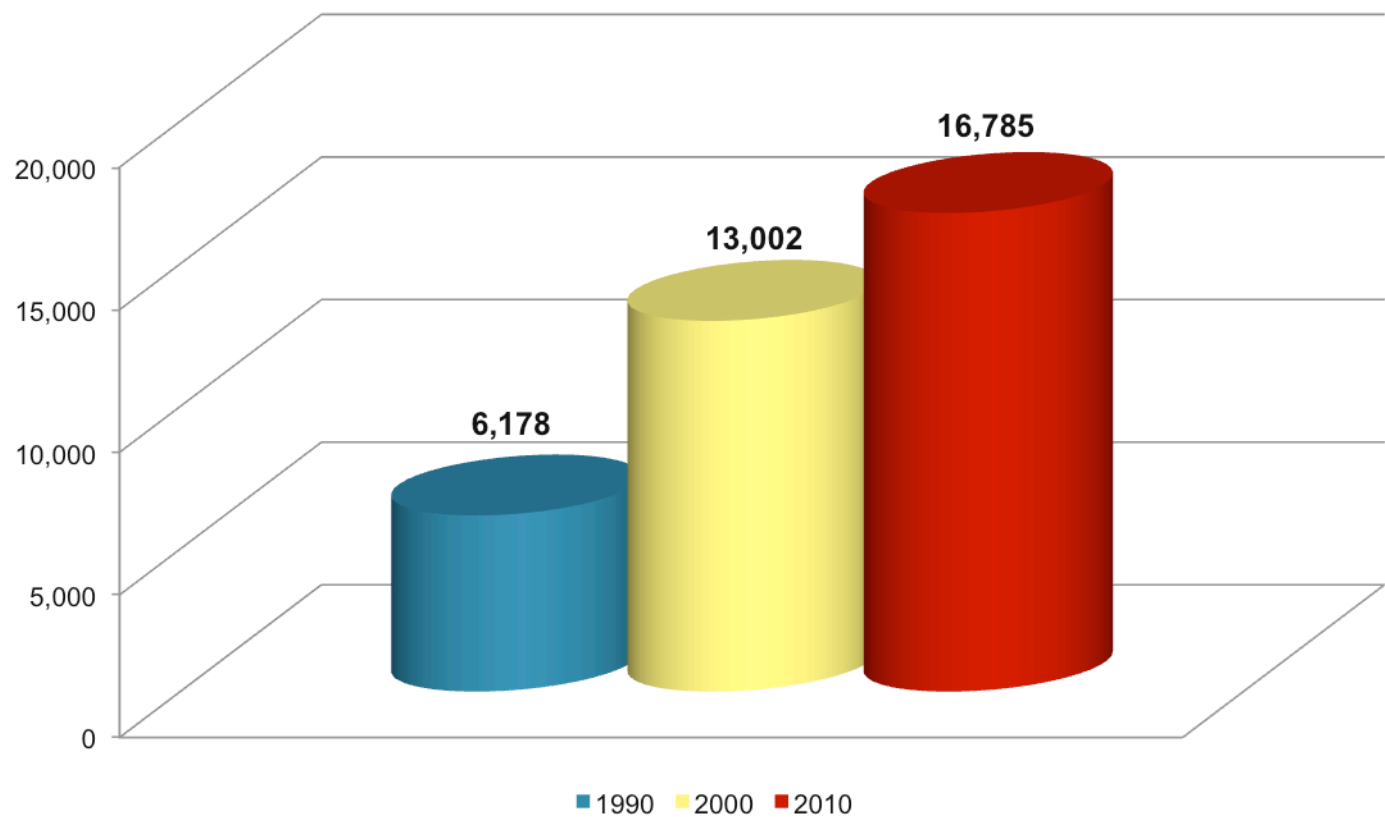
Source: US Bureau of the Census

POLK HISPANIC AND AFRICAN AMERICAN POPULATIONS



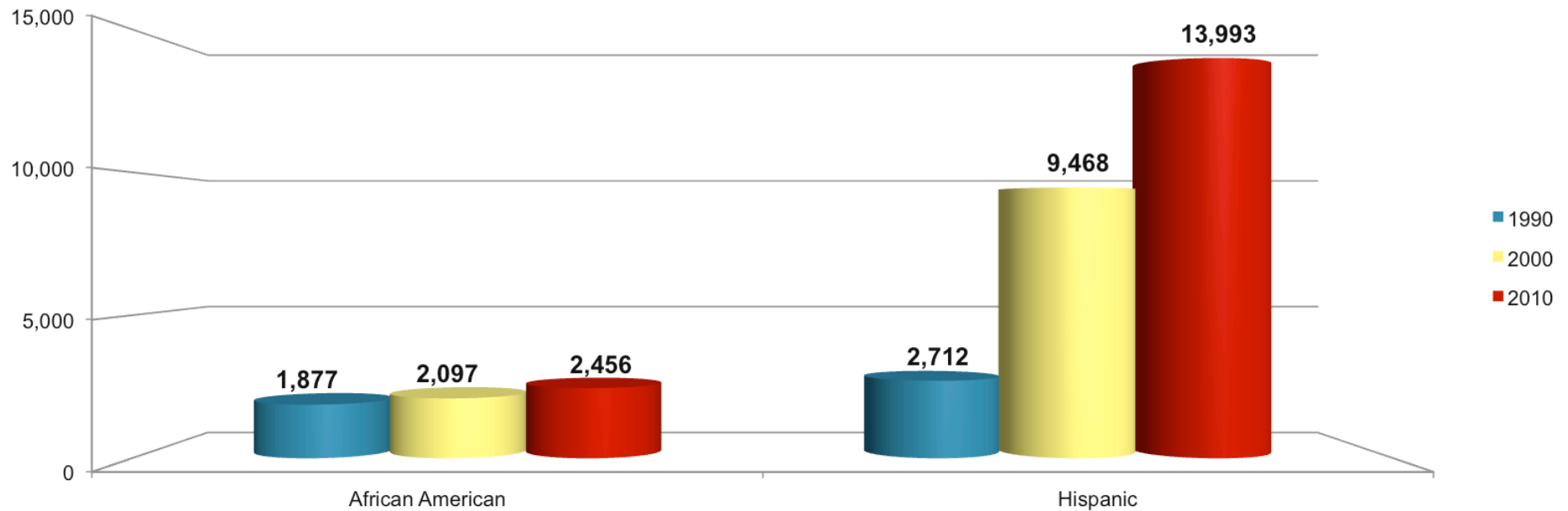
Source: US Bureau of the Census

WOODBURY MINORITY POPULATION



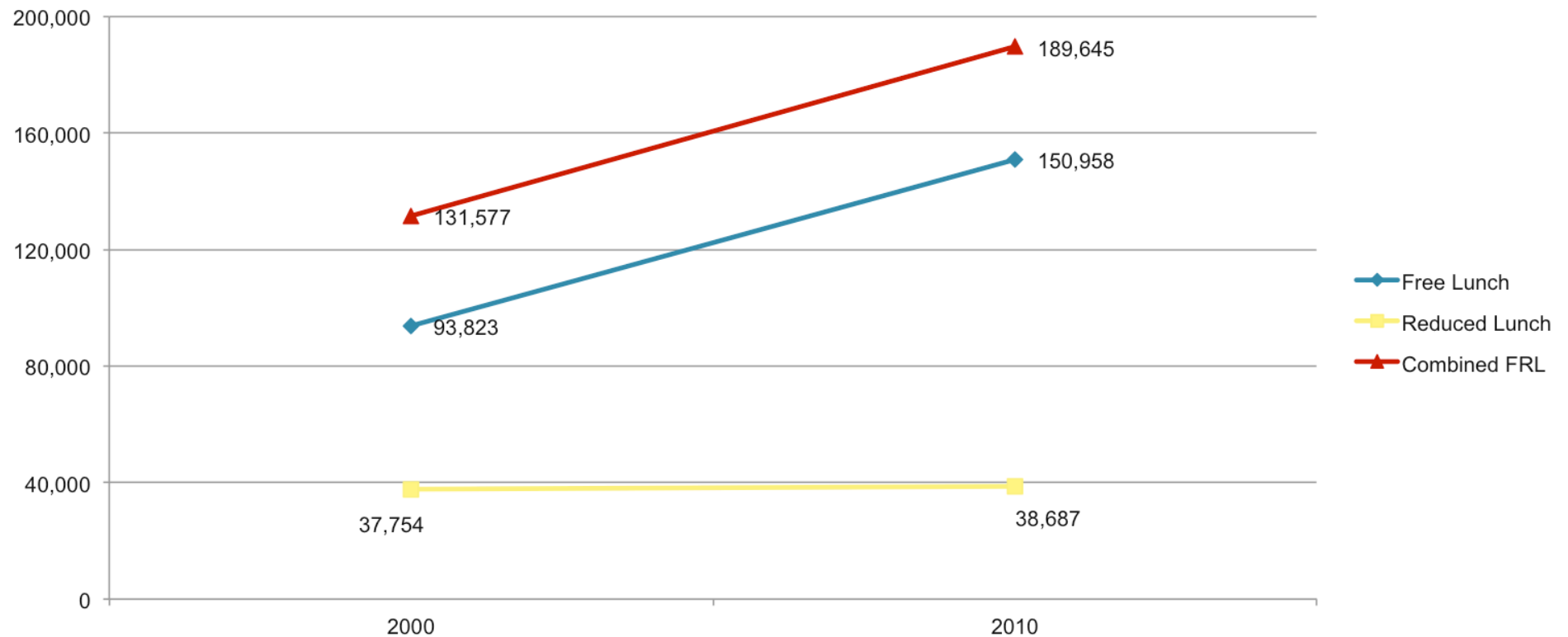
Source: US Bureau of the Census

WOODBURY HISPANIC AND AFRICAN AMERICAN POPULATIONS



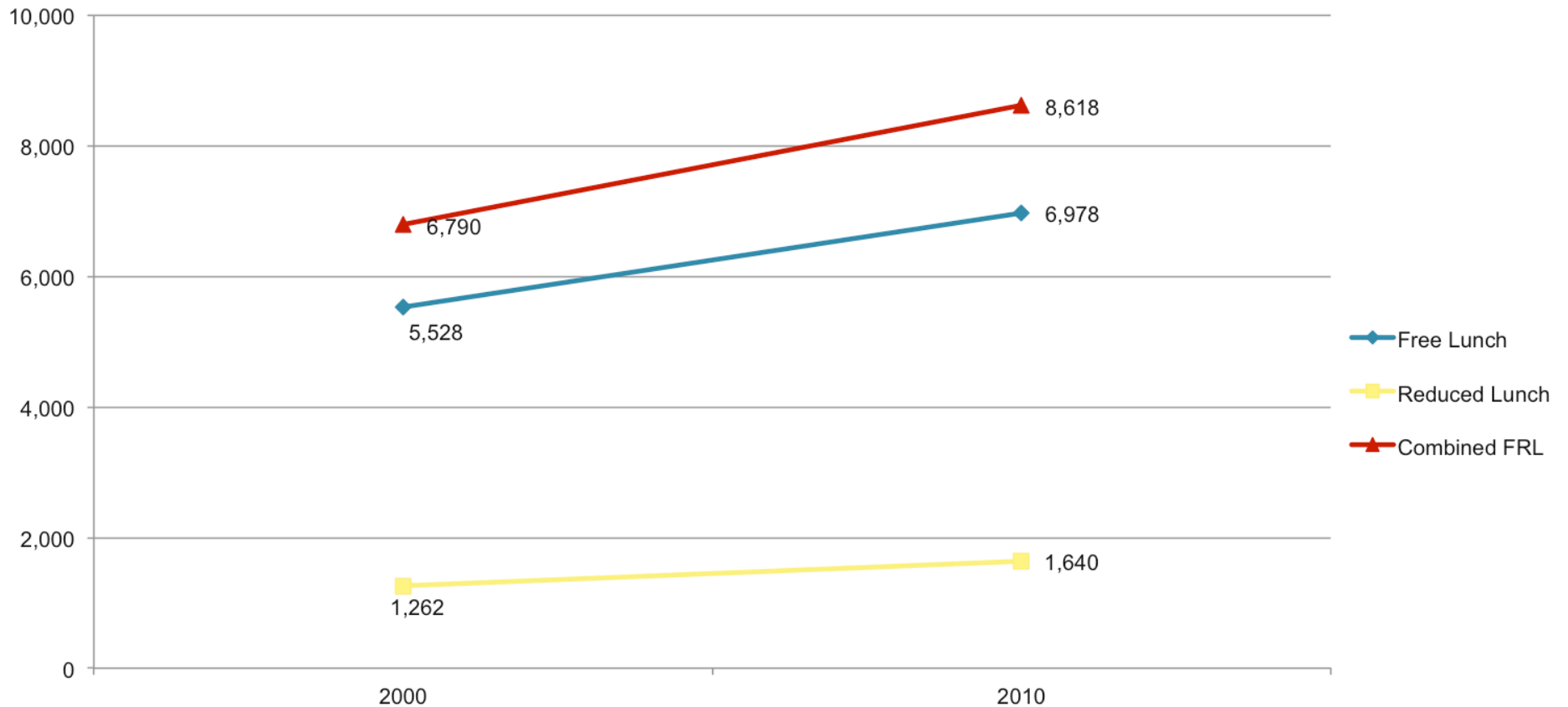
Source: US Bureau of the Census

STATEWIDE – FREE AND REDUCED LUNCH ELIGIBLE



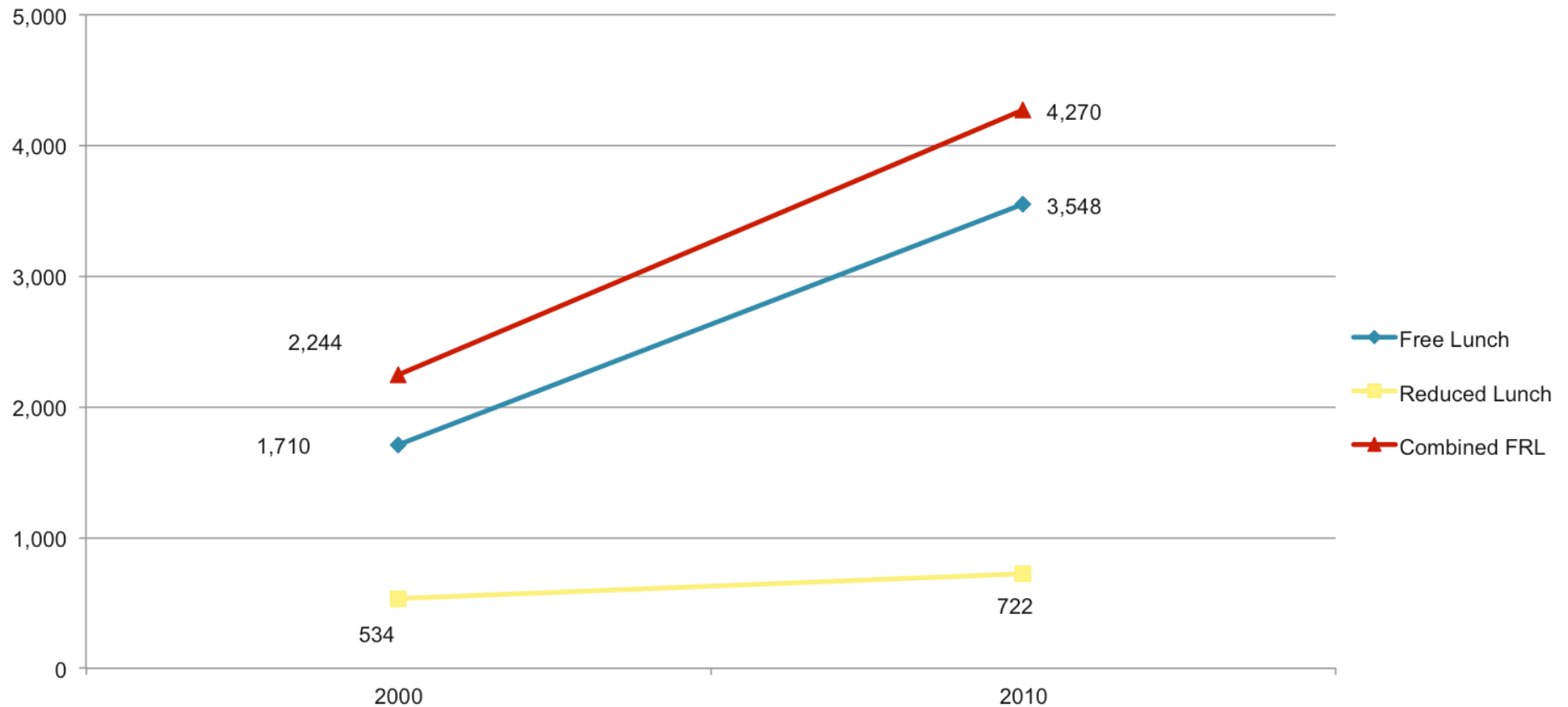
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

BLACK HAWK – FREE AND REDUCED LUNCH ELIGIBLE



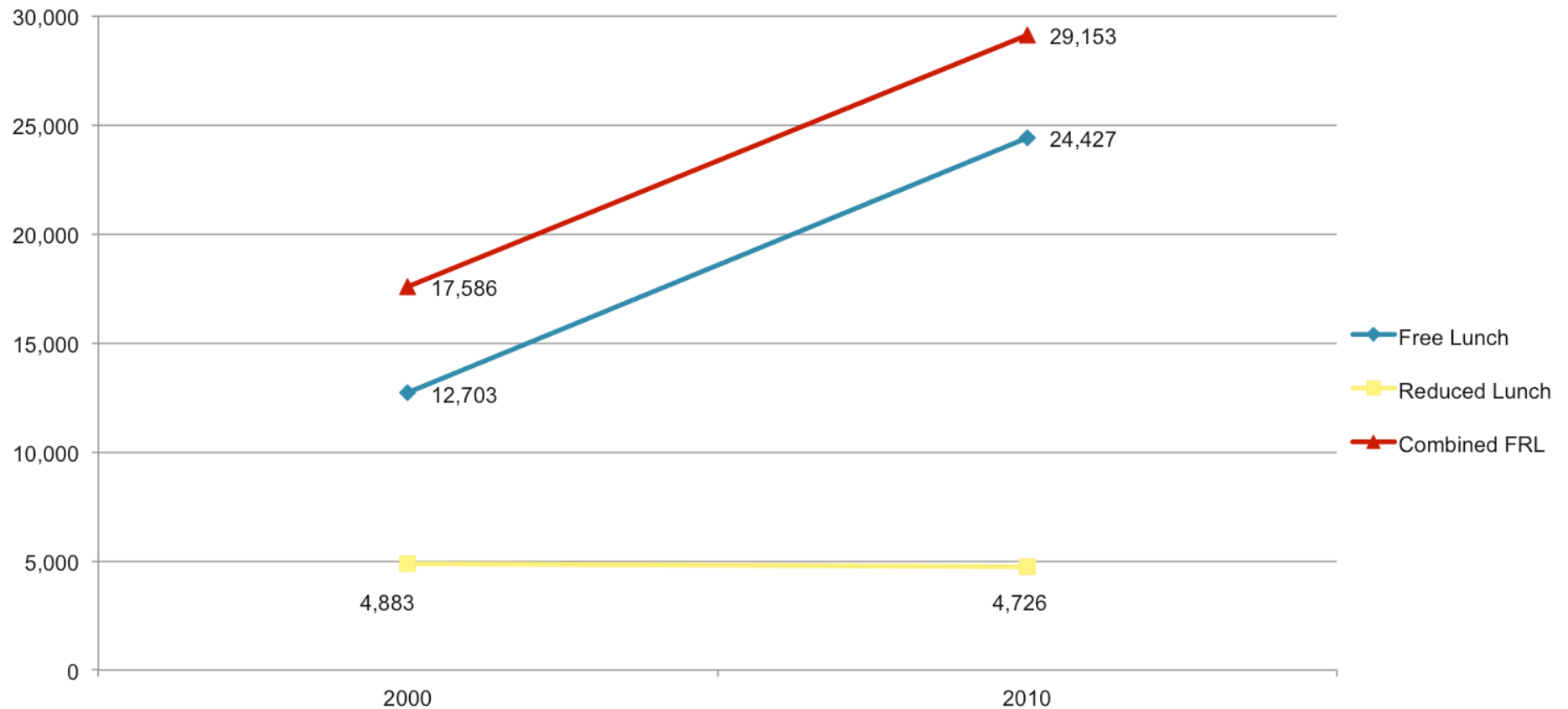
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

JOHNSON – FREE AND REDUCED LUNCH ELIGIBLE



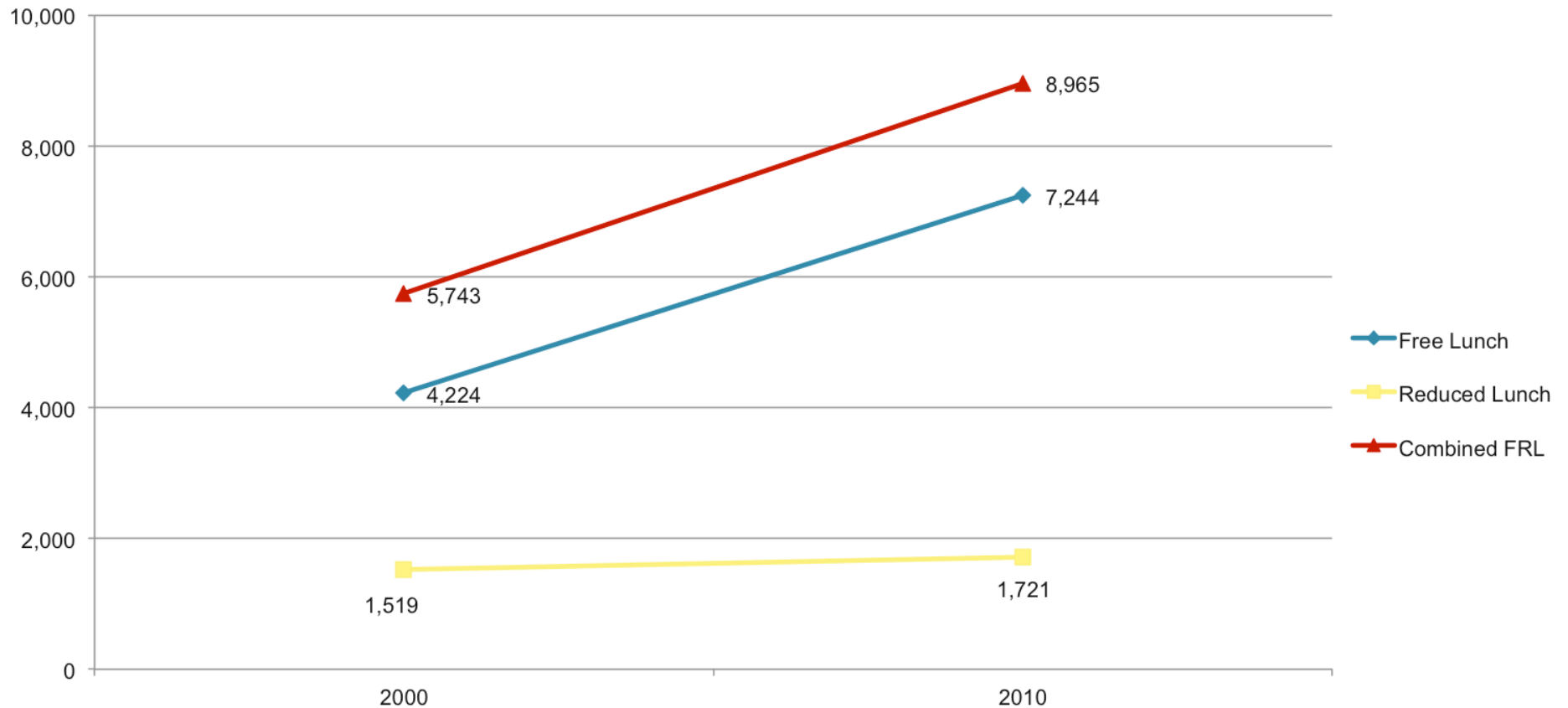
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

POLK – FREE AND REDUCED LUNCH ELIGIBLE



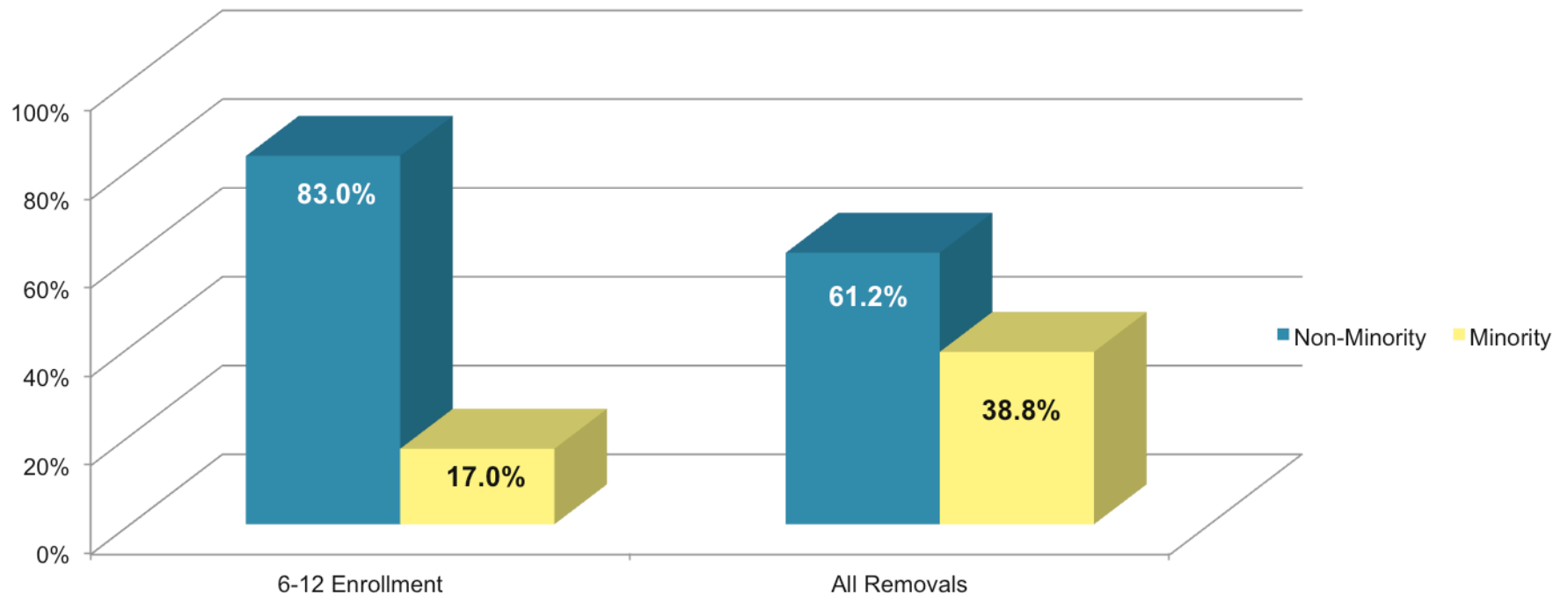
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

WOODBURY – FREE AND REDUCED LUNCH ELIGIBLE



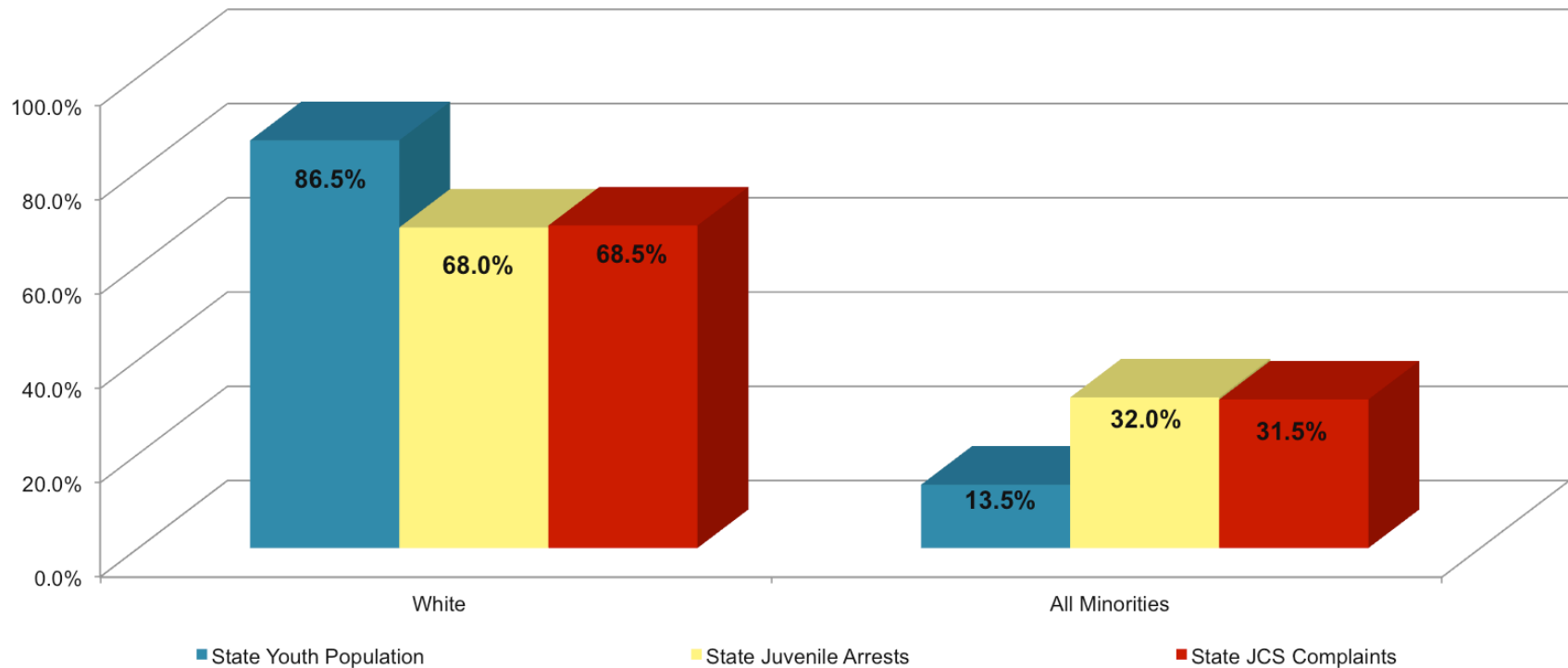
Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Planning, Research, and Evaluation, Merged File, Fall 2010

2010 – 2011 STATEWIDE ENROLLMENT AND REMOVALS



Source: Iowa Department of Education, Basic Educational Data Survey (BEDS)

2010 – STATEWIDE YOUTH POPULATION COMPARED TO REFERRALS AND ARRESTS



Source: Iowa Department of Education, Basic Educational Data Survey (BEDS)
FBI's Uniform Crime Reporting, Juvenile Arrests
Iowa's Justice Data Warehouse

STATEWIDE REMOVAL BY RACE/ETHNICITY AND GENDER

	Minority		Non-Minority		Female		Male	
Removal Reason	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	18.4%	9,209	24.9%	12,468	12.2%	6,107	31.1%	15,570
Attendance	9.8%	4,915	17.4%	8,742	10.3%	5,158	17.0%	8,499
Physical Fighting	6.3%	3,151	9.9%	4,950	4.3%	2,172	11.8%	5,929
Drugs, Alcohol, Tobacco	1.5%	740	3.7%	1,843	1.4%	680	3.8%	1,903
Violent Behavior	1.8%	880	2.7%	1,369	1.1%	573	3.3%	1,676
Property	0.8%	394	1.8%	882	0.7%	342	1.9%	934
Weapons	0.4%	181	0.8%	408	0.2%	77	1.0%	512
All Removals	20.5%	10,261	36.3%	18,194	18.0%	9,002	38.8%	19,453
6-12 Fall BEDS Enrollment	17.0%	43,118	83.0%	210,325	48.5%	122,983	51.5%	130,460

Source: Iowa Department of Education

WATERLOO REMOVAL BY RACE/ETHNICITY AND GENDER

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12

2010-2011 School Year

	Minority		Non-Minority		Female		Male	
Removal Reason	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	44.1%	1,852	24.5%	1,031	26.3%	1,105	42.3%	1,778
Attendance	6.3%	264	4.4%	186	4.0%	170	6.7%	280
Physical Fighting	8.4%	353	3.8%	158	3.3%	138	8.9%	373
Violent Behavior	3.4%	145	1.8%	74	1.2%	51	4.0%	168
Drugs, Alcohol, Tobacco	1.1%	46	1.1%	46	0.4%	16	1.8%	76
Property	0.5%	19	0.7%	29	0.3%	11	0.9%	37
Weapons	*	*	*	*	*	*	*	*
All Removals	63.7%	2,679	36.3%	1,524	35.5%	1,491	64.5%	2,712
6-12 Fall BEDS Enrollment	40.3%	2,140	59.7%	3,165	49.3%	2,613	50.7%	2,692

Source: Iowa Department of Education

IOWA CITY REMOVAL BY RACE/ETHNICITY AND GENDER

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12

2010-2011 School Year

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Attendance	26.2%	211	12.9%	104	15.4%	124	23.7%	191
Disruptive Behavior	25.1%	202	8.8%	71	10.9%	88	23.0%	185
Physical Fighting	13.3%	107	6.1%	49	4.5%	36	14.9%	120
Drugs, Alcohol, Tobacco	3.8%	31	3.8%	31	*	*	*	*
Property	*	*	*	*	1.4%	11	1.2%	10
Weapons	*	*	*	*	*	*	*	*
Violent Behavior	*	*	*	*	*	*	*	*
All Removals	68.4%	551	31.6%	255	32.1%	259	62.8%	506
6-12 Fall BEDS Enrollment	31.4%	1,864	68.6%	4,079	48.2%	2,867	51.8%	3,076

Source: Iowa Department of Education

DES MOINES REMOVAL BY RACE/ETHNICITY AND GENDER

REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12

2010-2011 School Year

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	34.6%	2,621	17.8%	1,350	16.9%	1,279	35.5%	2,692
Attendance	11.8%	896	6.2%	471	7.9%	601	10.1%	766
Physical Fighting	11.9%	904	5.5%	420	6.6%	497	10.9%	827
Drugs, Alcohol, Tobacco	2.5%	189	2.0%	154	1.1%	82	3.4%	261
Violent Behavior	2.8%	215	1.8%	133	1.3%	98	3.3%	250
Property	1.1%	80	0.7%	50	0.3%	20	1.5%	110
Weapons	0.8%	60	0.5%	39	0.3%	19	1.1%	80
All Removals	65.5%	4,965	34.5%	2,617	34.2%	2,596	65.8%	4,986
6-12 Fall BEDS Enrollment	49.4%	7,569	50.6%	7,747	48.6%	7,442	51.4%	7,874

Source: Iowa Department of Education

SIOUX CITY REMOVAL BY RACE/ETHNICITY AND GENDER

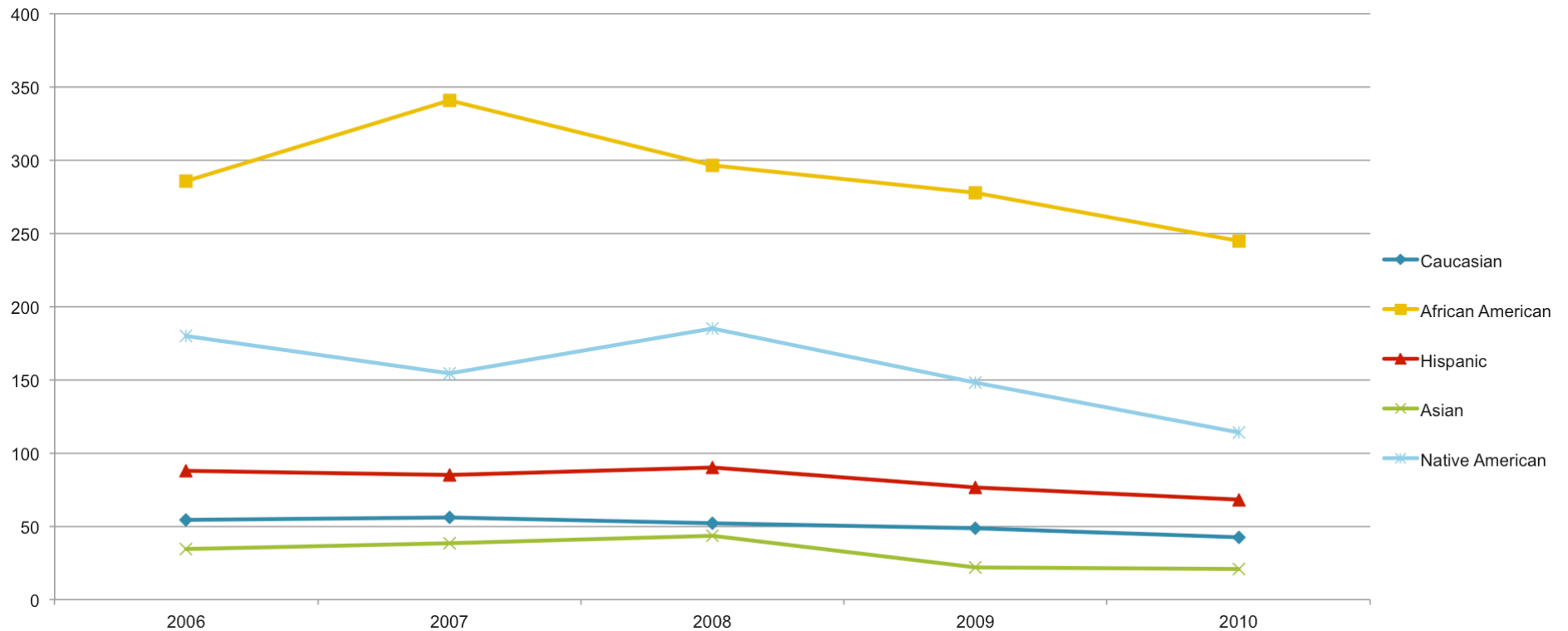
REMOVALS BY RACE/ETHNICITY AND GENDER FOR STUDENTS IN GRADES 6-12

2010-2011 School Year

Removal Reason	Minority		Non-Minority		Female		Male	
	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Disruptive Behavior	15.5%	223	17.9%	258	8.7%	125	24.8%	356
Attendance	18.4%	265	17.7%	255	14.5%	209	21.6%	311
Physical Fighting	9.4%	135	8.4%	121	6.1%	87	11.8%	169
Drugs, Alcohol, Tobacco	2.6%	38	2.8%	40	1.8%	26	3.6%	52
Violent Behavior	1.9%	27	1.9%	28	0.8%	12	3.0%	43
Property	1.8%	26	1.5%	22	1.4%	20	1.9%	28
Weapons	*	*	*	*	*	*	*	*
All Removals	49.7%	714	50.3%	724	33.3%	479	66.7%	959
6-12 Fall BEDS Enrollment	38.9%	2,750	61.1%	4,312	48.8%	3,449	51.2%	3,613

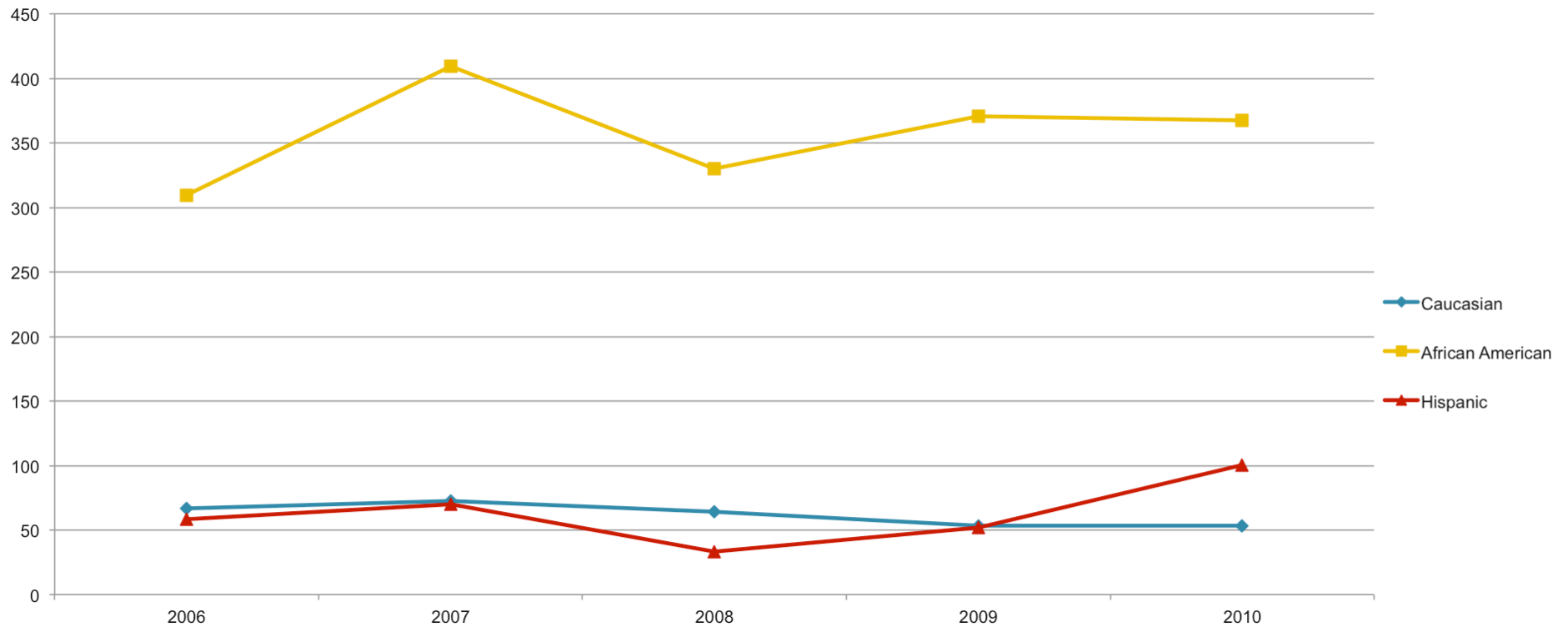
Source: Iowa Department of Education

STATEWIDE JUVENILE ARREST RATES PER 1,000



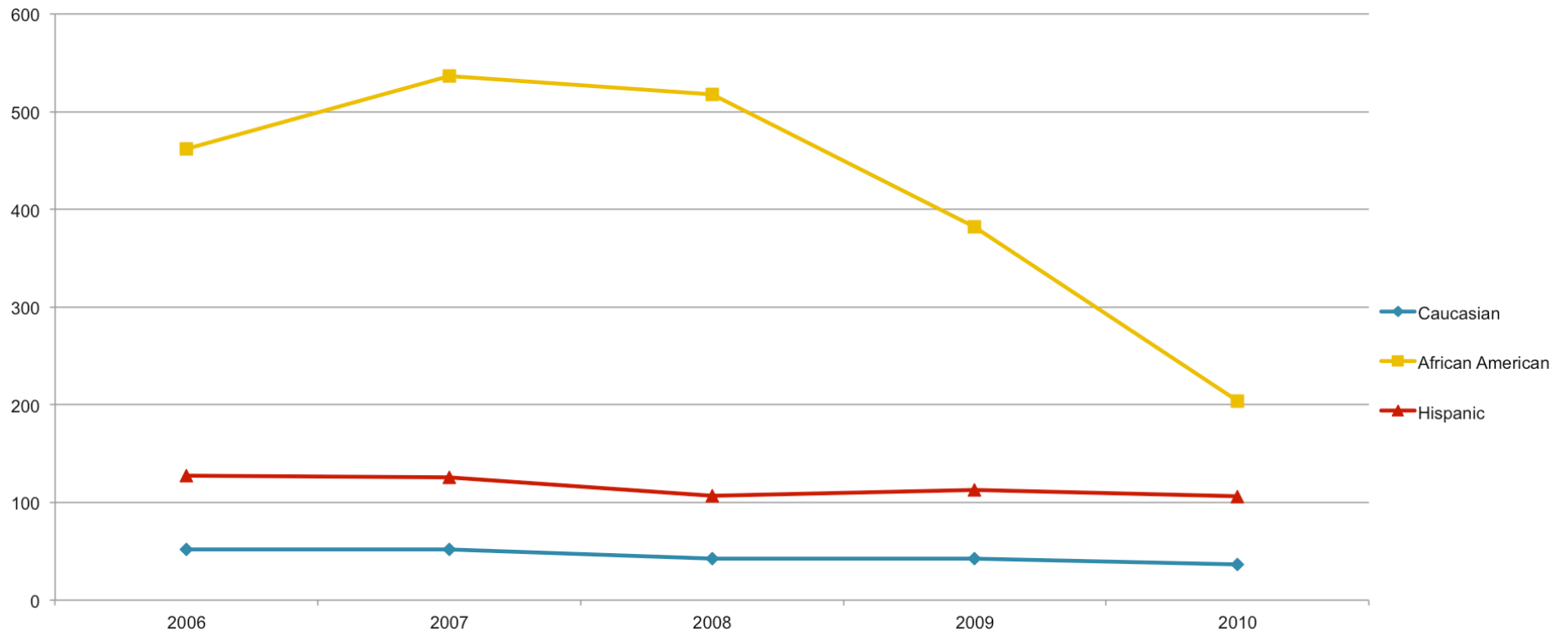
Source: Iowa Department of Public Safety, Uniform Crime Reports

BLACK HAWK COUNTY JUVENILE ARREST RATES PER 1,000



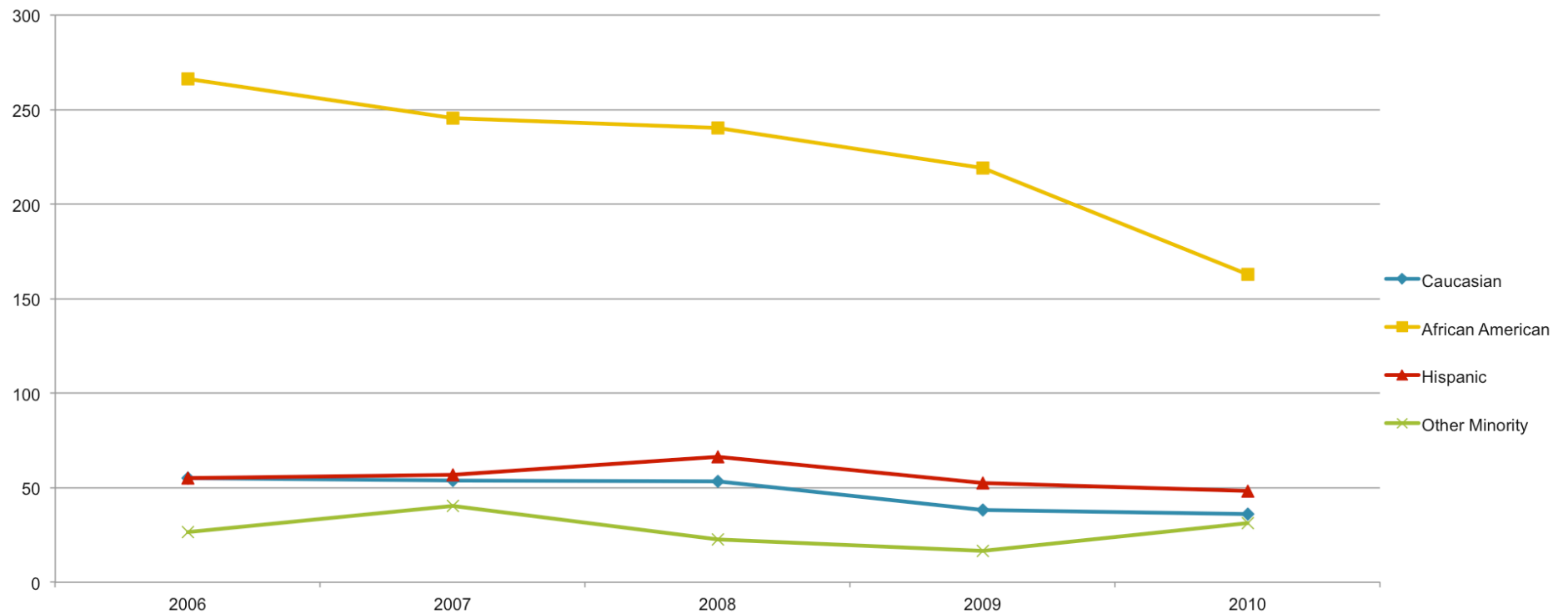
Source: Iowa Department of Public Safety, Uniform Crime Reports

JOHNSON COUNTY JUVENILE ARREST RATES PER 1,000



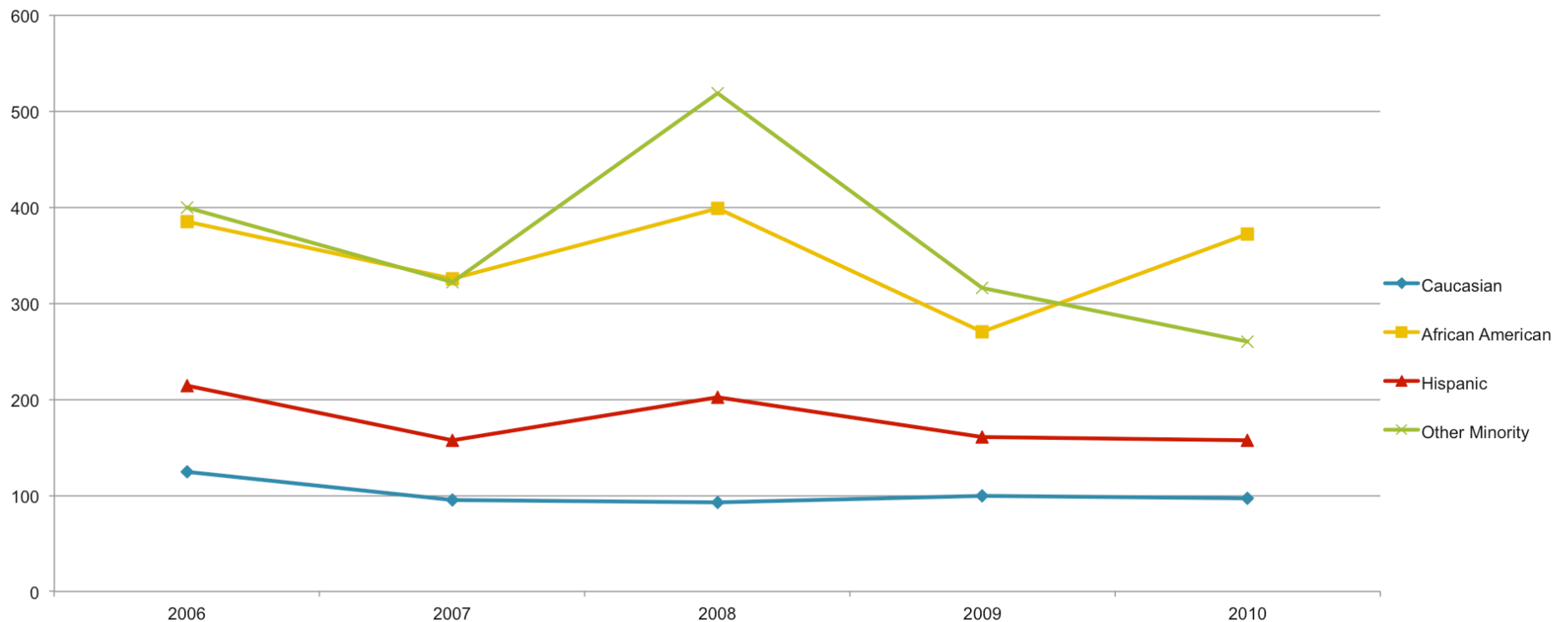
Source: Iowa Department of Public Safety, Uniform Crime Reports

POLK COUNTY JUVENILE ARREST RATES PER 1,000



Source: Iowa Department of Public Safety, Uniform Crime Reports

WOODBURY COUNTY JUVENILE ARREST RATES PER 1,000



Source: Iowa Department of Public Safety, Uniform Crime Reports

TOP 10 ARRESTING OFFENSES – STATEWIDE, FEMALES BY RACE

2010 TOP TEN ARRESTING OFFENSES - STATEWIDE

Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	834	22.1%	463	25.5%
Disorderly Conduct	342	9.1%	373	20.6%
Simple Assault	379	10.0%	314	17.3%
Liquor Law Violations	551	14.6%	50	2.8%
All Other Offenses	331	8.8%	89	4.9%
All Other Larceny	252	6.7%	137	7.5%
Curfew Violations	194	5.1%	44	2.4%
Drug Violations	169	4.5%	35	1.9%
Vandalism	122	3.2%	62	3.4%
Runaway	137	3.6%	43	2.4%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES – STATEWIDE, MALES BY RACE

2010 TOP TEN ARRESTING OFFENSES - STATEWIDE Males By Race

	Caucasian		Minority	
	N	%	N	%
Simple Assault	942	11.8%	581	13.8%
Disorderly Conduct	764	9.5%	572	13.6%
All Other Offenses	777	9.7%	334	7.9%
Drug Violations	751	9.4%	318	7.5%
Vandalism	710	8.9%	308	7.3%
Shoplifting	586	7.3%	413	9.8%
Burglary	459	5.7%	365	8.7%
Liquor Law Violations	632	7.9%	135	3.2%
All Other Larceny	447	5.6%	260	6.2%
Aggravated Assault	249	3.1%	143	3.4%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES BLACK HAWK COUNTY, FEMALES BY RACE

2010 TOP TEN ARRESTING OFFENSES BLACK HAWK COUNTY Females By Race

	Caucasian		Minority	
	N	%	N	%
All Other Larceny*	95	54.9%	71	37.2%
Disorderly Conduct	11	6.4%	48	25.1%
Simple Assault	11	6.4%	25	13.1%
All Other Offenses	12	6.9%	12	6.3%
Aggravated Assault	4	2.3%	14	7.3%
Vandalism	6	3.5%	10	5.2%
Drug Violations	13	7.5%	3	1.6%
Liquor Law Violations	8	4.6%	2	1.0%
Drunkenness	5	2.9%	0	0.0%
Motor Vehicle Theft	2	1.2%	2	1.0%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

*All Other Offenses includes mostly; Possession of Burglary Tools, Cigarette Law Violations, Cruelty to Animals, Failure to Appear, Harassment, Harboring, Hit and Run, Leaving the Scene, Indecent Exposure, Obstruction, Obscene Phone Call, Probation Violation, Scalping, Unlawful Assembly.

TOP 10 ARRESTING OFFENSES BLACK HAWK COUNTY, MALES BY RACE

2010 TOP TEN ARRESTING OFFENSES BLACK HAWK COUNTY Males By Race

	Caucasian		Minority	
	N	%	N	%
Burglary	66	20.4%	163	27.7%
All Other Larceny*	53	16.4%	87	14.8%
Disorderly Conduct	37	11.5%	95	16.1%
Simple Assault	27	8.4%	77	13.1%
Drug Violations	54	16.7%	36	6.1%
Vandalism	26	8.0%	53	9.0%
All Other Offenses	24	7.4%	29	4.9%
Aggravated Assault	9	2.8%	19	3.2%
Motor Vehicle Theft	4	1.2%	6	1.0%
Weapon Law Violations	5	1.5%	5	0.8%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

*All Other Offenses includes mostly; Possession of Burglary Tools, Cigarette Law Violations, Cruelty to Animals, Failure to Appear, Harassment, Harboring, Hit and Run, Leaving the Scene, Indecent Exposure, Obstruction, Obscene Phone Call, Probation Violation, Scalping, Unlawful Assembly.

TOP 10 ARRESTING OFFENSES – JOHNSON COUNTY, FEMALES BY RACE

2010 TOP TEN ARRESTING OFFENSES

JOHNSON COUNTY

Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	38	34.2%	33	35.5%
Disorderly Conduct	10	9.0%	26	28.0%
All Other Offenses	14	12.6%	11	11.8%
Liquor Law Violations	17	15.3%	1	1.1%
Simple Assault	3	2.7%	5	5.4%
Drug Violations	4	3.6%	3	3.2%
Drunkenness	7	6.3%	0	0.0%
Runaway	5	4.5%	2	2.2%
Theft From Building	3	2.7%	3	3.2%
Stolen Property	2	1.8%	1	1.1%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES – JOHNSON COUNTY, MALES BY RACE

2010 TOP TEN ARRESTING OFFENSES
JOHNSON COUNTY
Males By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	67	34.9%	42	20.9%
Drug Violations	25	13.0%	22	10.9%
All Other Offenses	19	9.9%	23	11.4%
Disorderly Conduct	15	7.8%	26	12.9%
Simple Assault	7	3.6%	24	11.9%
Liquor Law Violations	20	10.4%	10	5.0%
Vandalism	10	5.2%	10	5.0%
Trespass	1	0.5%	11	5.5%
Aggravated Assault	4	2.1%	5	2.5%
Theft From Building	0	0.0%	9	4.5%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES – POLK COUNTY, FEMALES BY RACE

2010 TOP TEN ARRESTING OFFENSES

POLK COUNTY

Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	186	46.4%	120	39.1%
Simple Assault	49	12.2%	66	21.5%
Disorderly Conduct	27	6.7%	38	12.4%
Drug Violations	26	6.5%	6	2.0%
Liquor Law Violations	26	6.5%	3	1.0%
Vandalism	12	3.0%	10	3.3%
All Other Offenses	15	3.7%	4	1.3%
All Other Larceny	5	1.2%	12	3.9%
Burglary	7	1.7%	9	2.9%
Aggravated Assault	3	0.7%	12	3.9%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES – POLK COUNTY, MALES BY RACE

2010 TOP TEN ARRESTING OFFENSES
POLK COUNTY
Males By Race

	Caucasian		Minority	
	N	%	N	%
Simple Assault	125	14.9%	116	16.6%
Shoplifting	105	12.5%	114	16.3%
Drug Violations	126	15.0%	63	9.0%
Vandalism	97	11.5%	55	7.9%
Disorderly Conduct	50	5.9%	70	10.0%
Burglary	42	5.0%	53	7.6%
All Other Offenses	47	5.6%	29	4.2%
All Other Larceny	28	3.3%	26	3.7%
Aggravated Assault	22	2.6%	26	3.7%
Trespass	28	3.3%	18	2.6%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES – WOODBURY COUNTY, FEMALES BY RACE

2010 TOP TEN ARRESTING OFFENSES
WOODBURY COUNTY
Females By Race

	Caucasian		Minority	
	N	%	N	%
Shoplifting	99	34.9%	83	32.0%
Simple Assault	70	24.6%	51	19.7%
Disorderly Conduct	29	10.2%	53	20.5%
Vandalism	20	7.0%	13	5.0%
All Other Larceny	10	3.5%	11	4.2%
Trespass	9	3.2%	12	4.6%
All Other Offenses	10	3.5%	10	3.9%
Drug Violations	8	2.8%	8	3.1%
Drunkenness	1	0.4%	11	4.2%
Liquor Law Violations	9	3.2%	2	0.8%

Source: Iowa Department of Public Safety - Uniform Crime Report Data

TOP 10 ARRESTING OFFENSES – WOODBURY COUNTY, MALES BY RACE

2010 TOP TEN ARRESTING OFFENSES

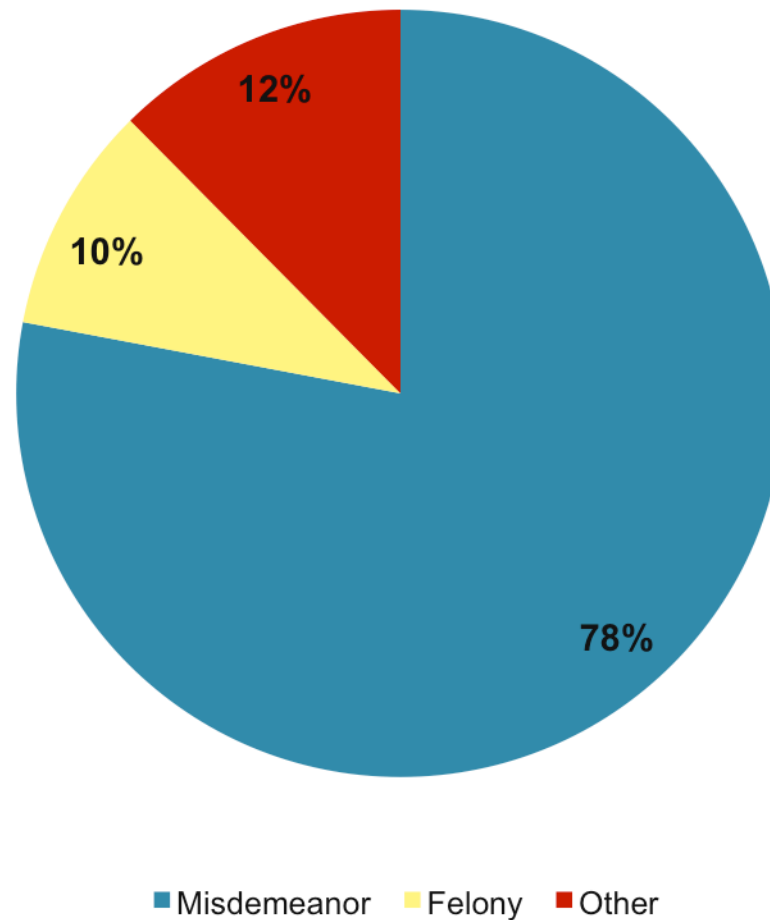
WOODBURY COUNTY

Males By Race

	Caucasian		Minority	
	N	%	N	%
Simple Assault	95	18.6%	91	18.8%
Disorderly Conduct	67	13.1%	107	22.2%
Shoplifting	77	15.1%	68	14.1%
Vandalism	72	14.1%	58	12.0%
All Other Offenses	41	8.0%	34	7.0%
Drug Violations	31	6.1%	29	6.0%
All Other Larceny	22	4.3%	28	5.8%
Drunkenness	13	2.5%	16	3.3%
Theft From Vehicle	19	3.7%	7	1.4%
Trespass	14	2.7%	9	1.9%

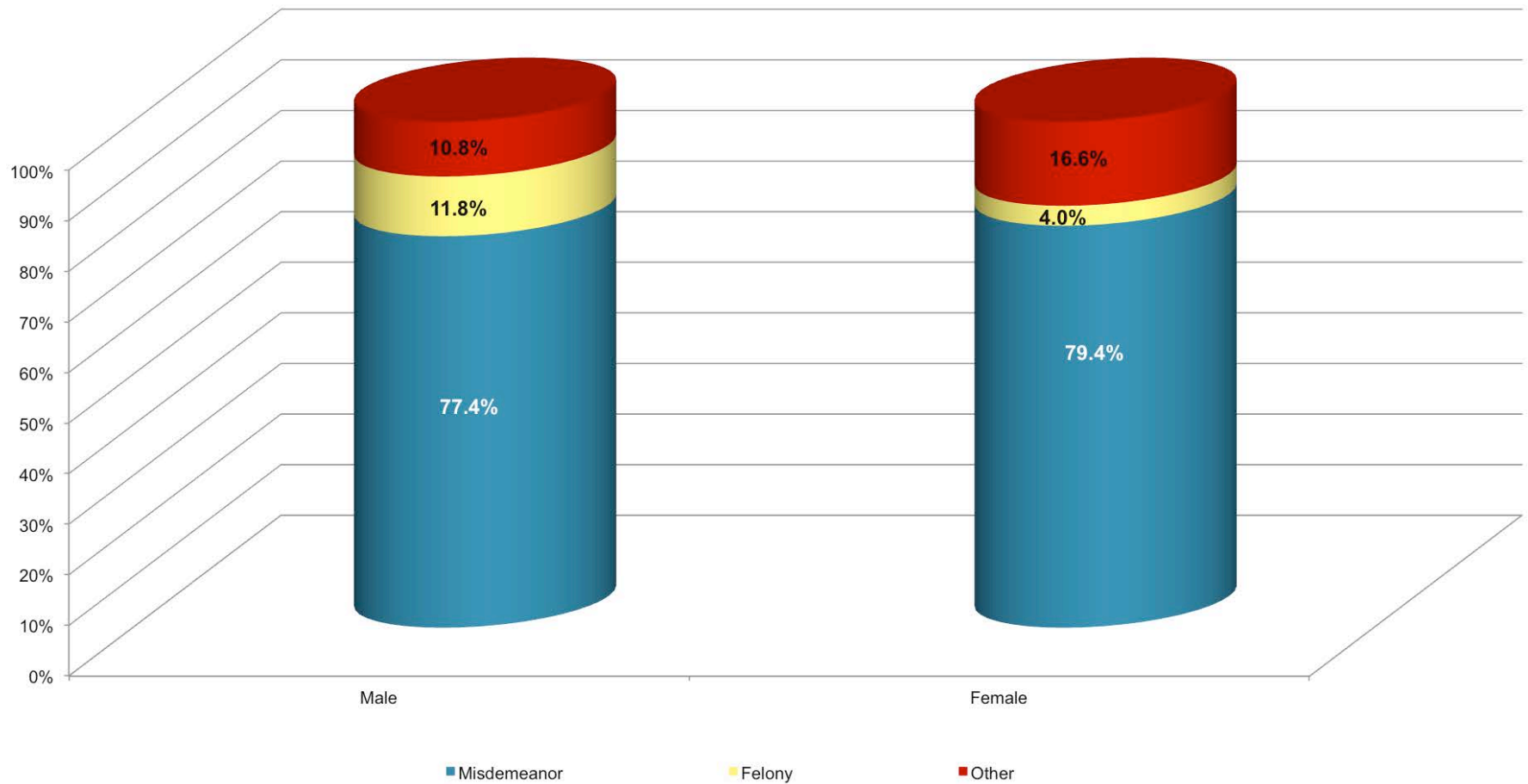
Source: Iowa Department of Public Safety - Uniform Crime Report Data

STATE OF IOWA - JUVENILE OFFENSE LEVEL 2010



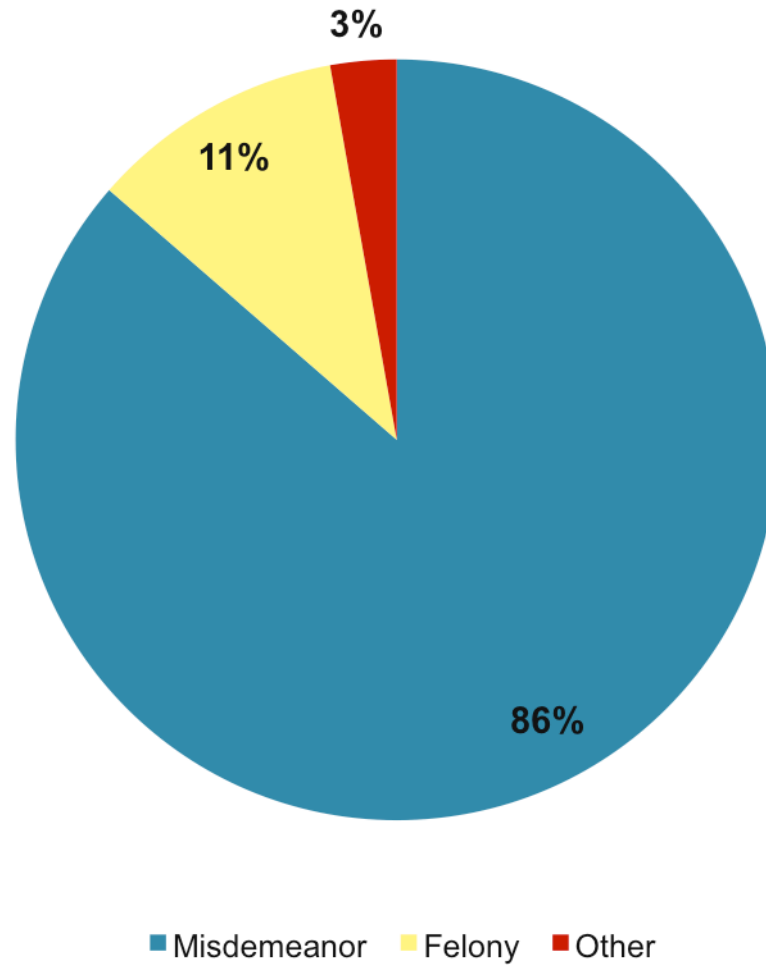
Source: Iowa Justice Data Warehouse

STATE OF IOWA - 2010 OFFENSE LEVEL BY GENDER



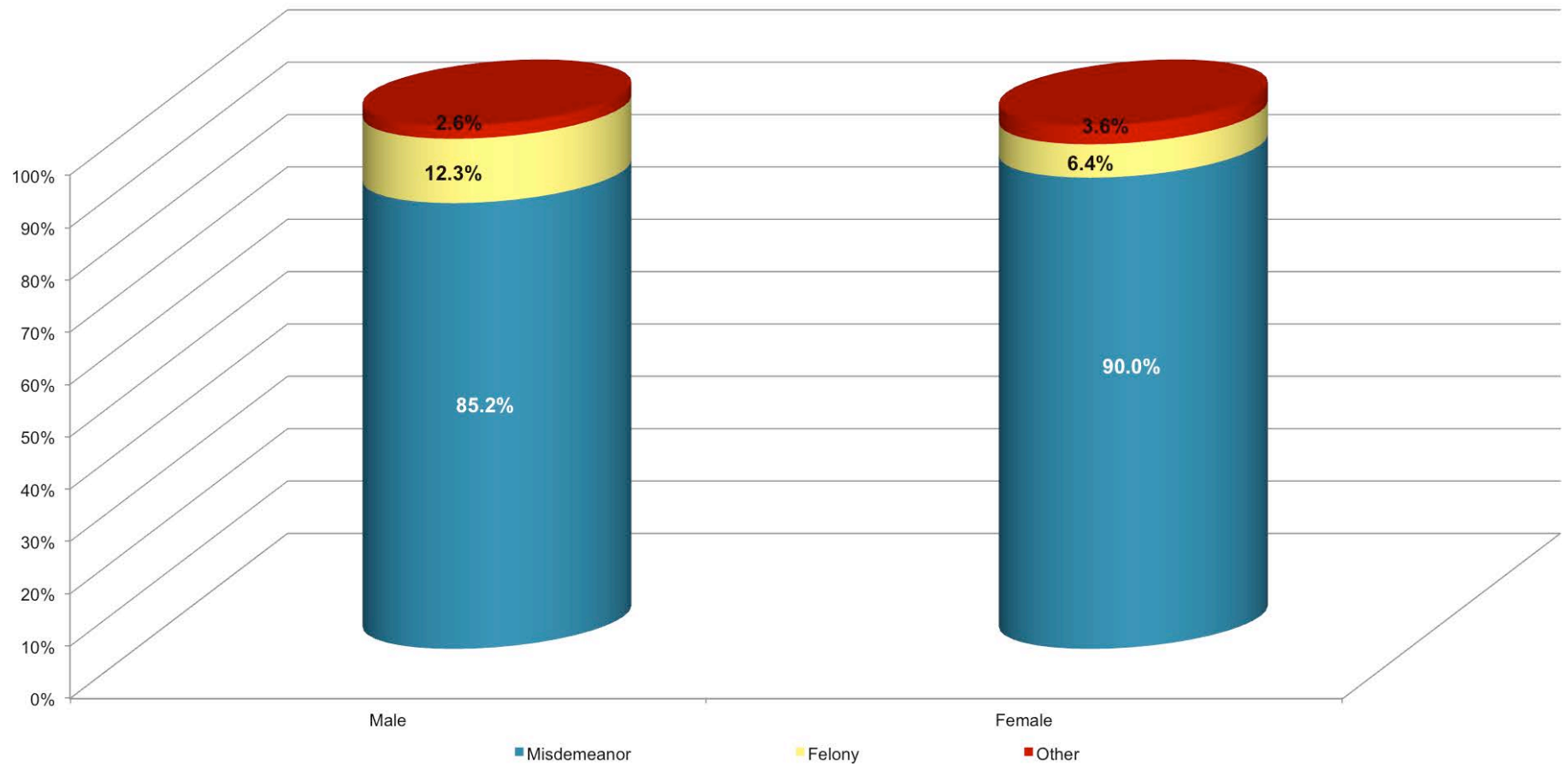
Source: Iowa Justice Data Warehouse

BLACK HAWK COUNTY - JUVENILE OFFENSE LEVEL 2010



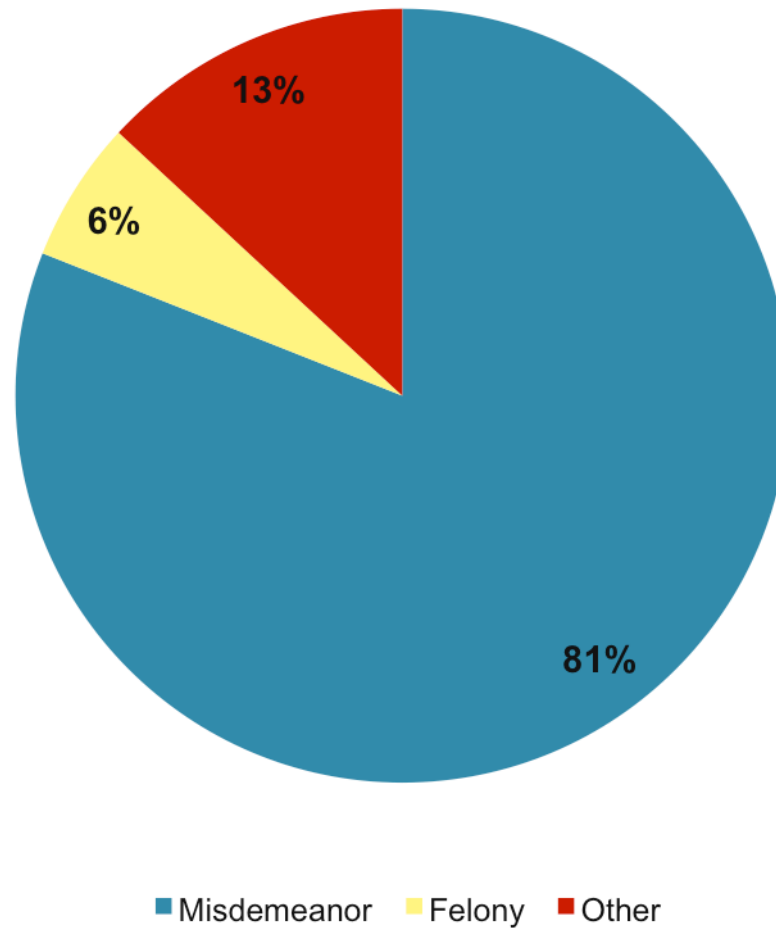
Source: Iowa Justice Data Warehouse

BLACK HAWK COUNTY - 2010 OFFENSE LEVEL BY GENDER



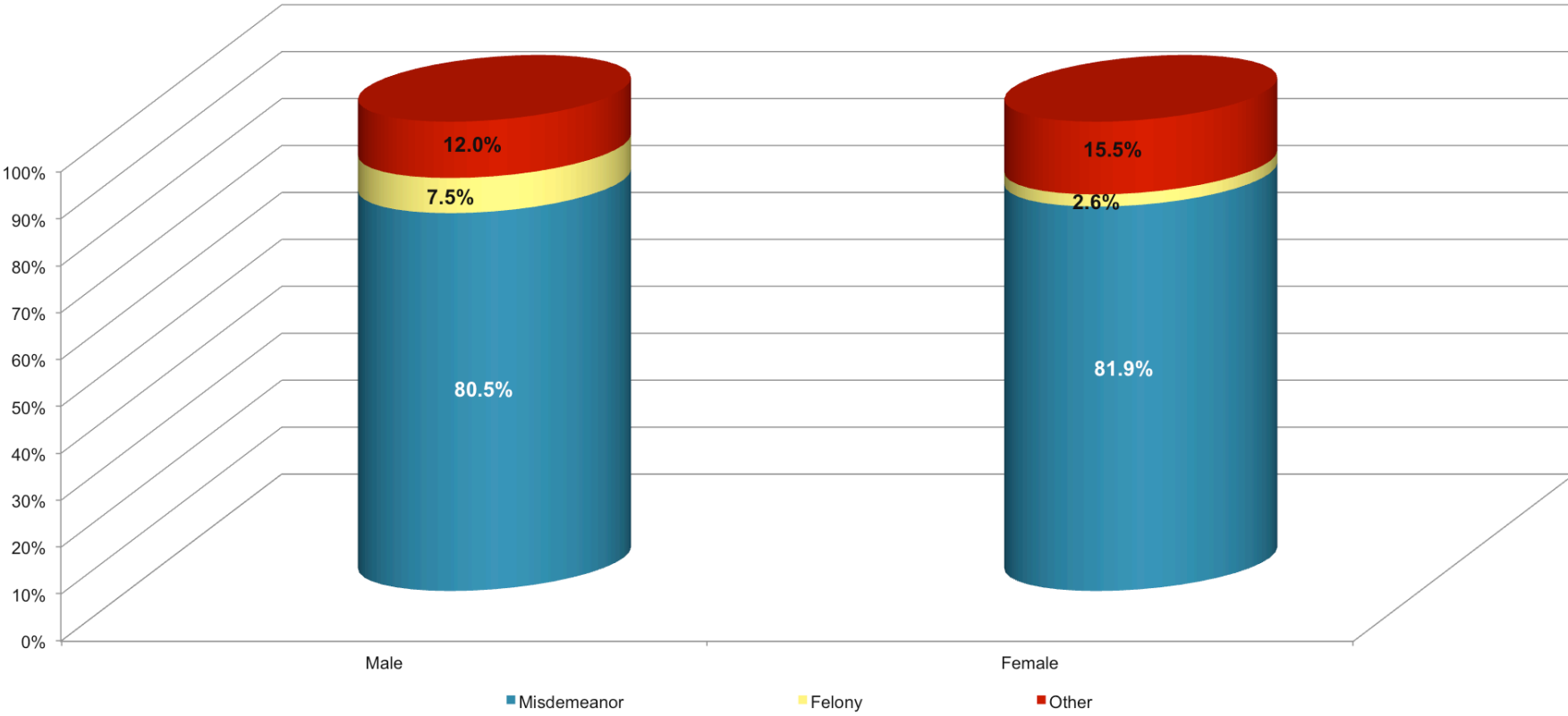
Source: Iowa Justice Data Warehouse

JOHNSON COUNTY - JUVENILE OFFENSE LEVEL 2010



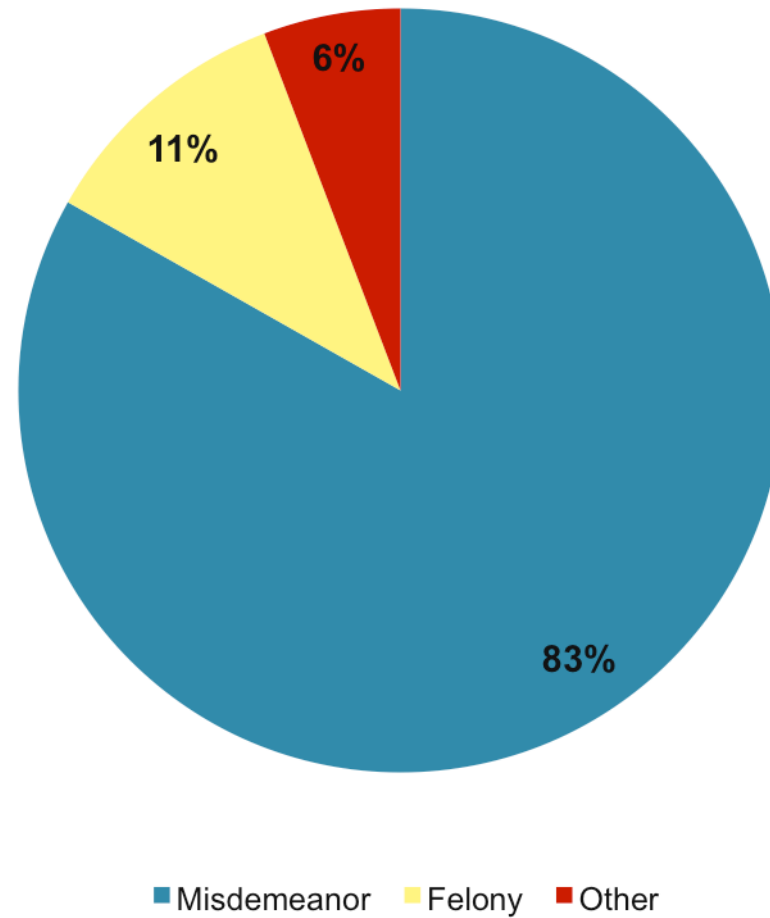
Source: Iowa Justice Data Warehouse

JOHNSON COUNTY - 2010 OFFENSE LEVEL BY GENDER



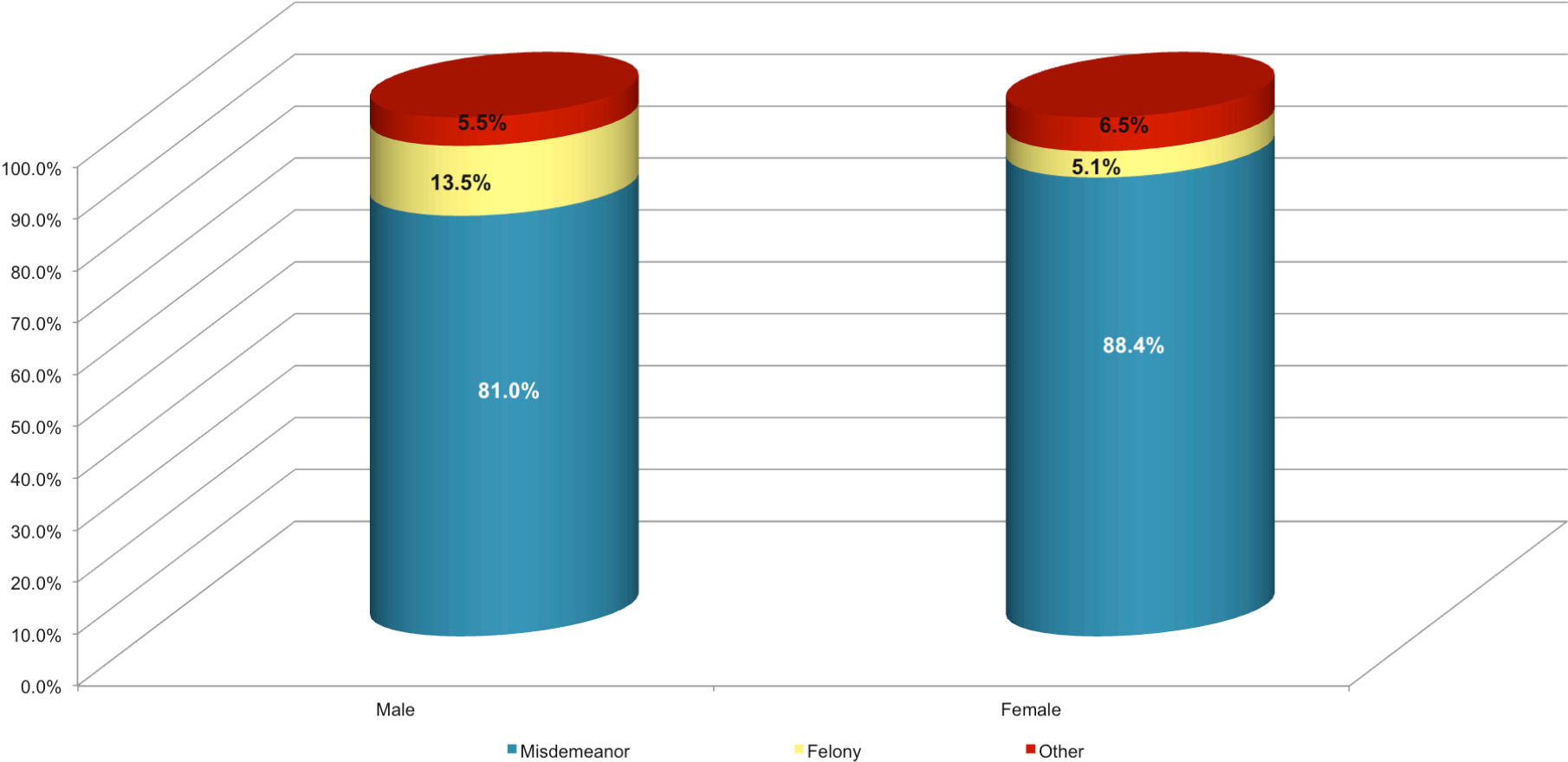
Source: Iowa Justice Data Warehouse

POLK COUNTY - JUVENILE OFFENSE LEVEL 2010



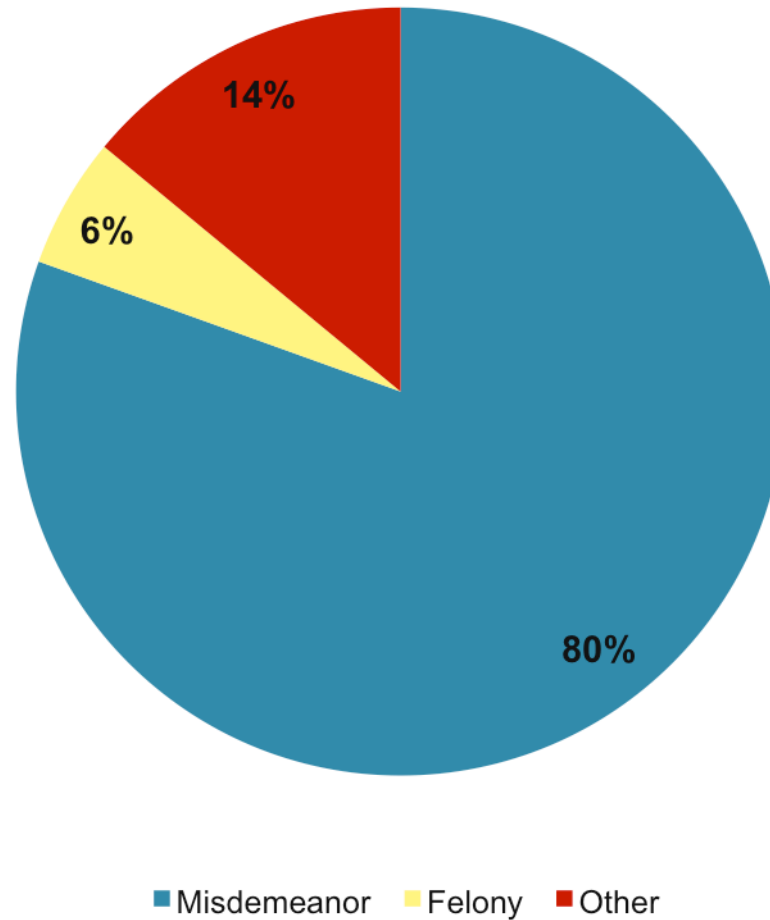
Source: Iowa Justice Data Warehouse

POLK COUNTY - 2010 OFFENSE LEVEL BY GENDER



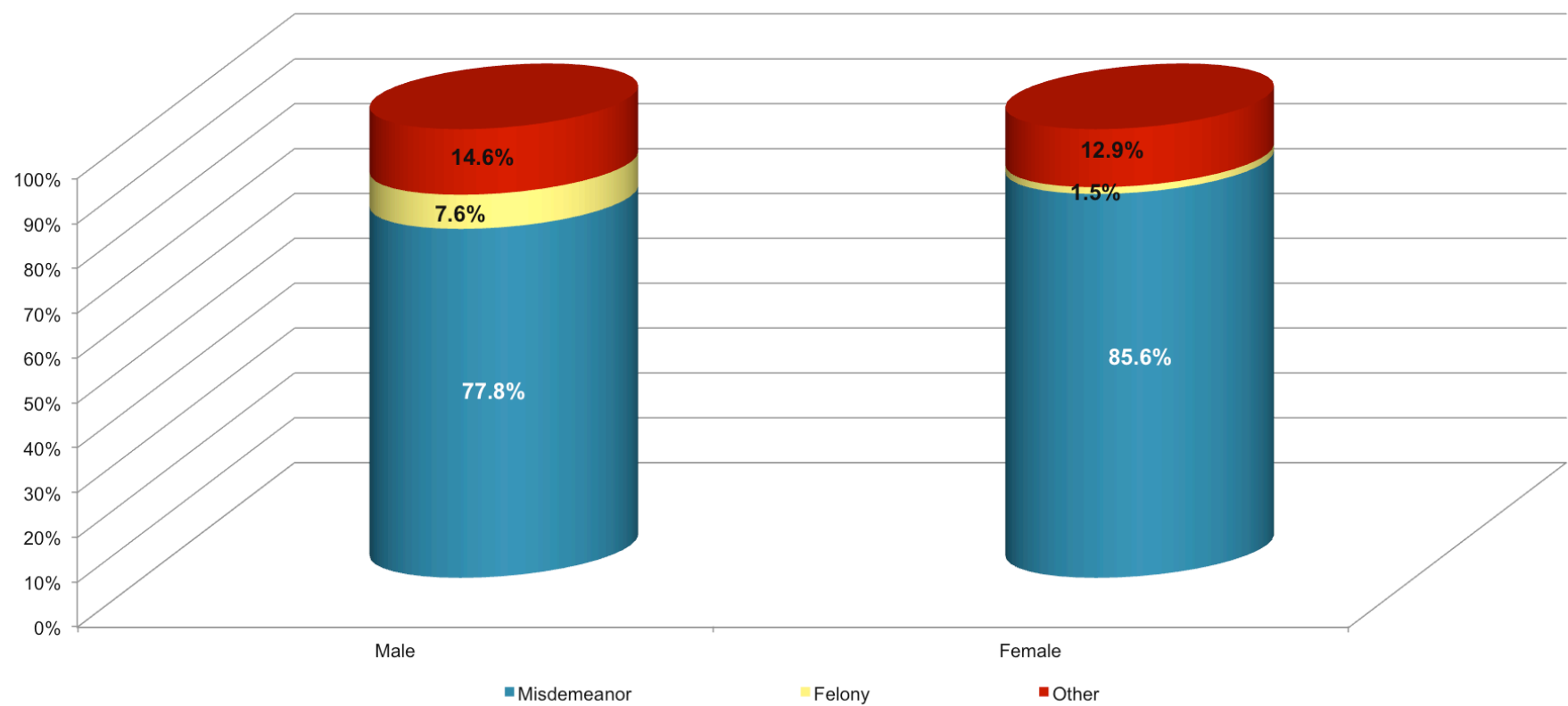
Source: Iowa Justice Data Warehouse

WOODBURY COUNTY - JUVENILE OFFENSE LEVEL 2010



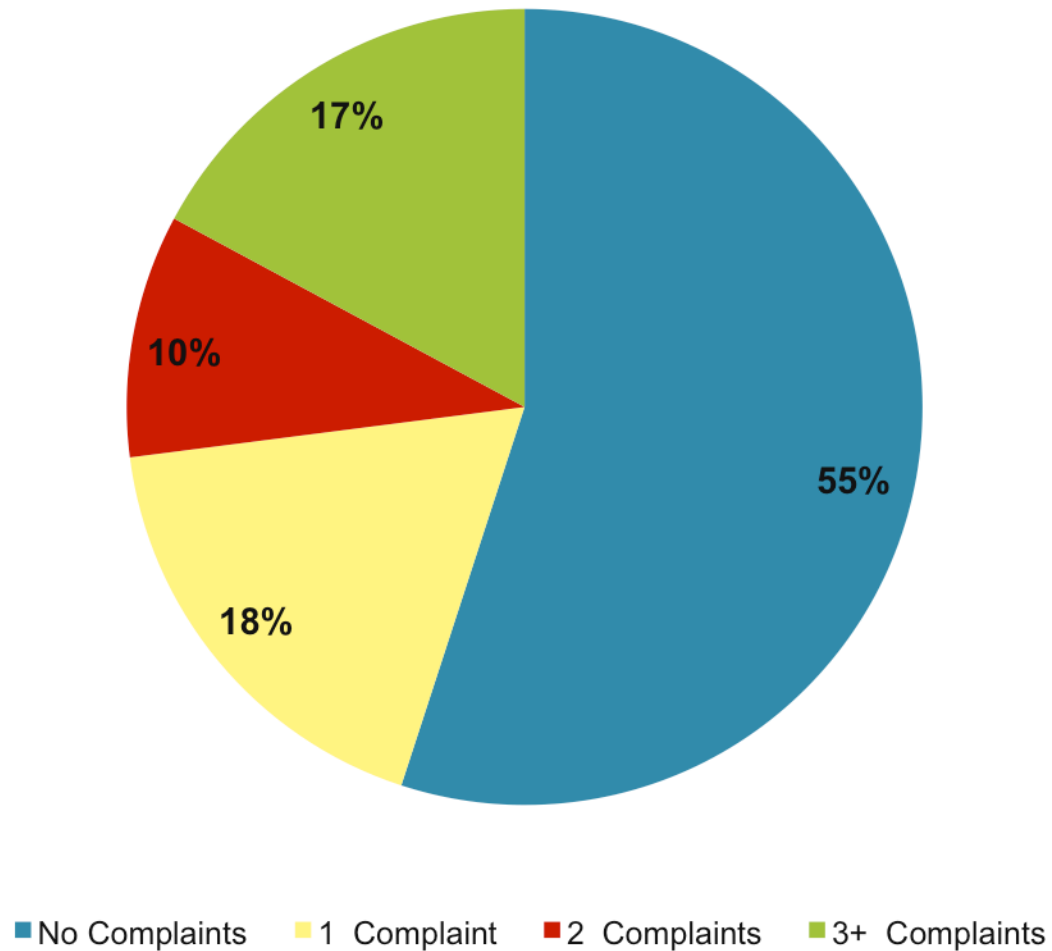
Source: Iowa Justice Data Warehouse

WOODBURY COUNTY - 2010 OFFENSE LEVEL BY GENDER



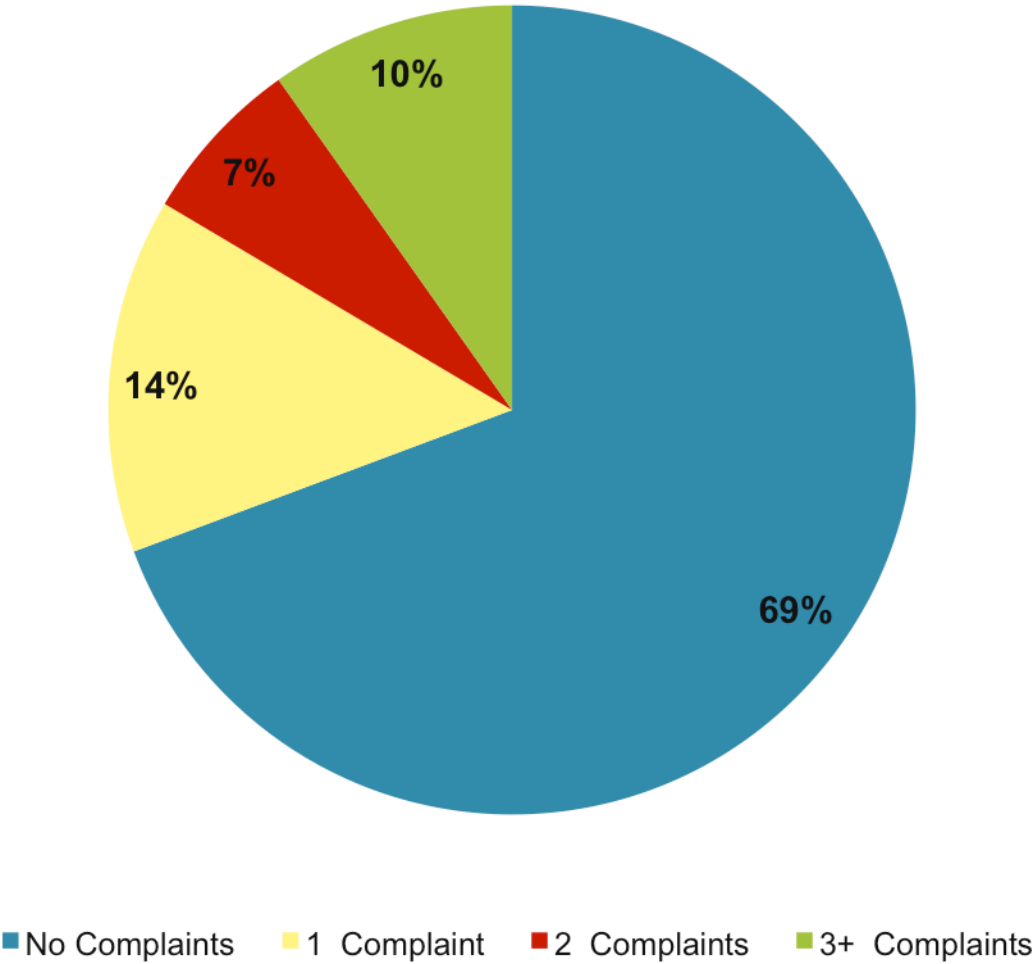
Source: Iowa Justice Data Warehouse

BLACK HAWK COUNTY SUBSEQUENT JUVENILE COMPLAINTS



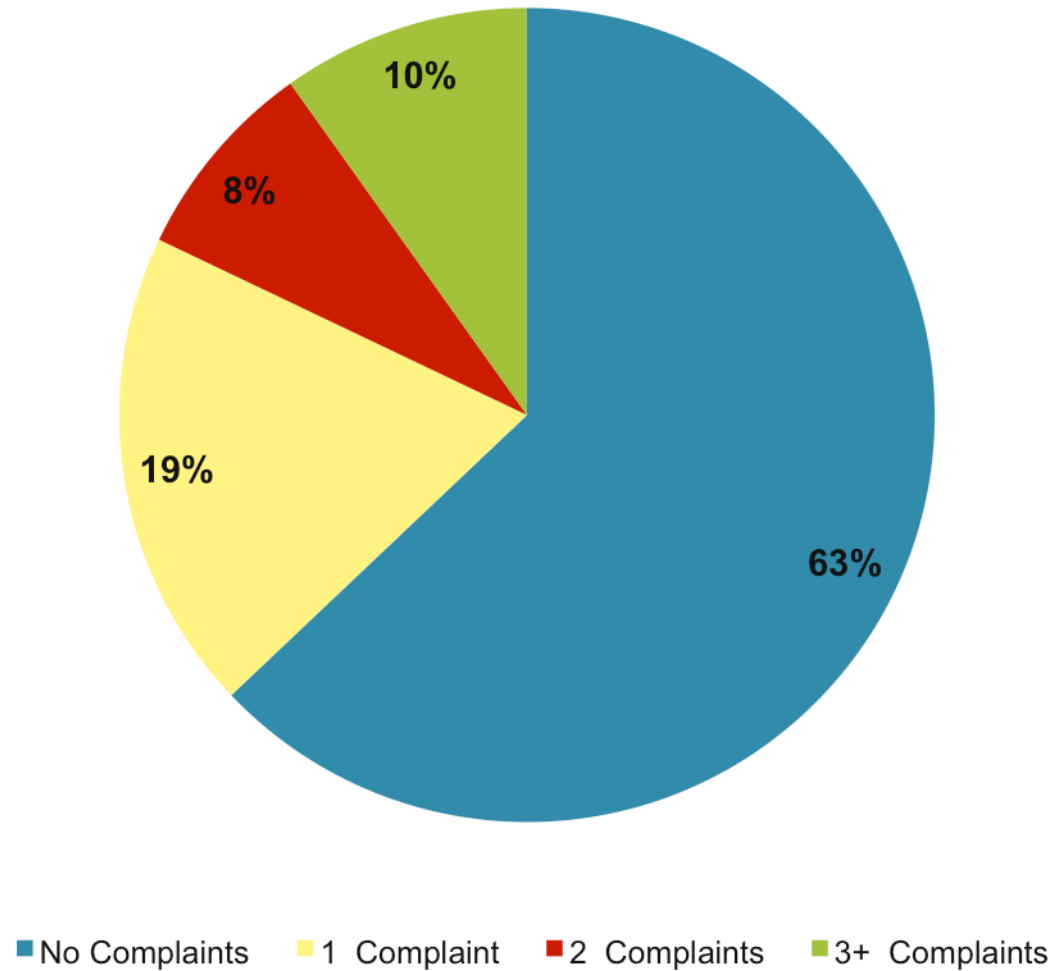
Source: Iowa Criminal and Juvenile Justice Planning

JOHNSON COUNTY SUBSEQUENT JUVENILE COMPLAINTS



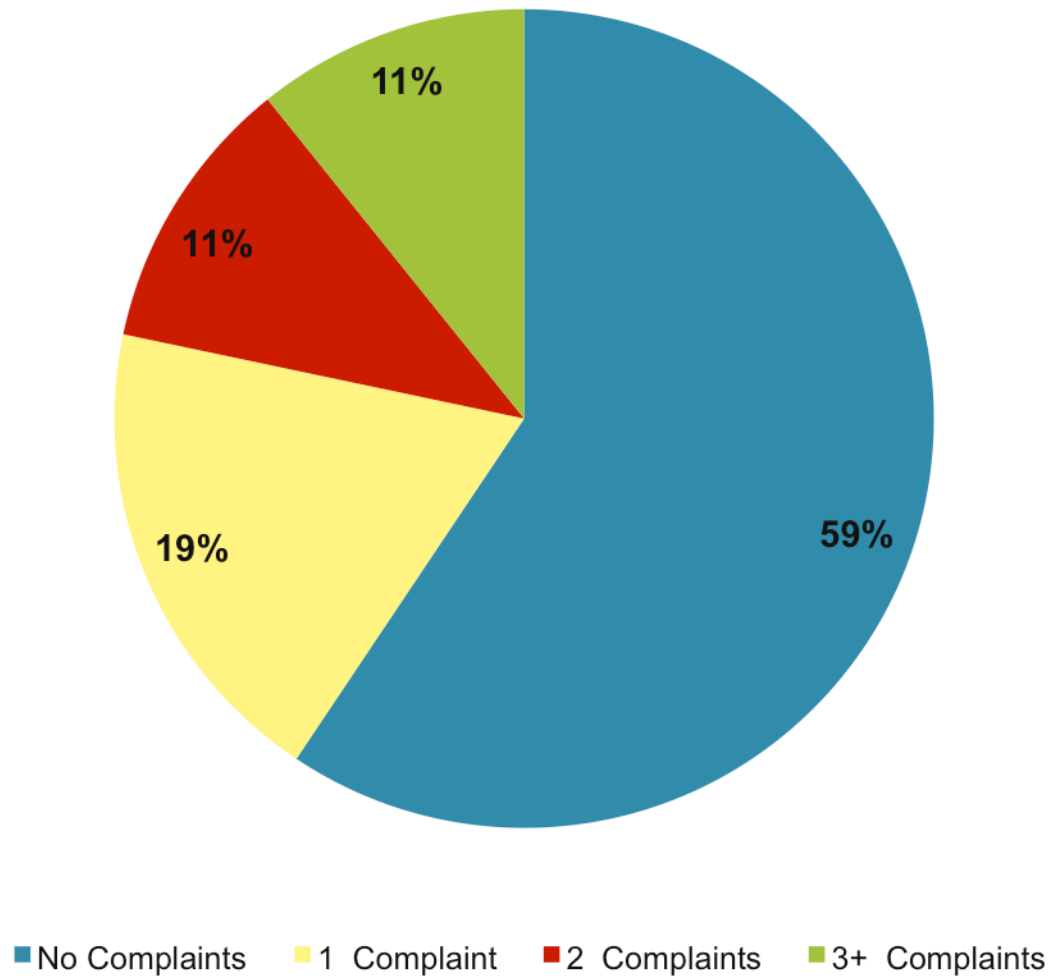
Source: Iowa Criminal and Juvenile Justice Planning

POLK COUNTY SUBSEQUENT JUVENILE COMPLAINTS



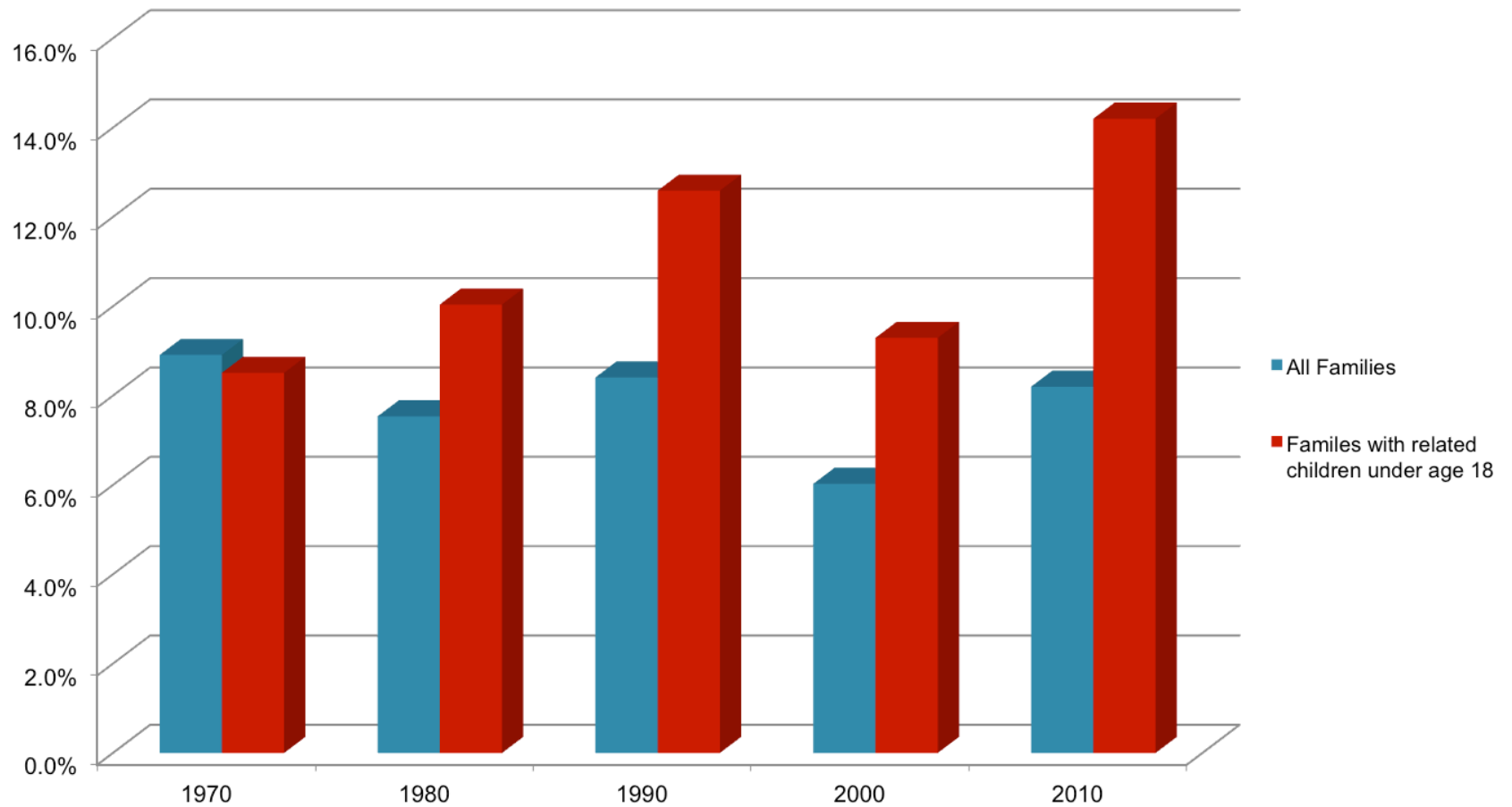
Source: Iowa Criminal and Juvenile Justice Planning

WOODBURY COUNTY SUBSEQUENT JUVENILE COMPLAINTS



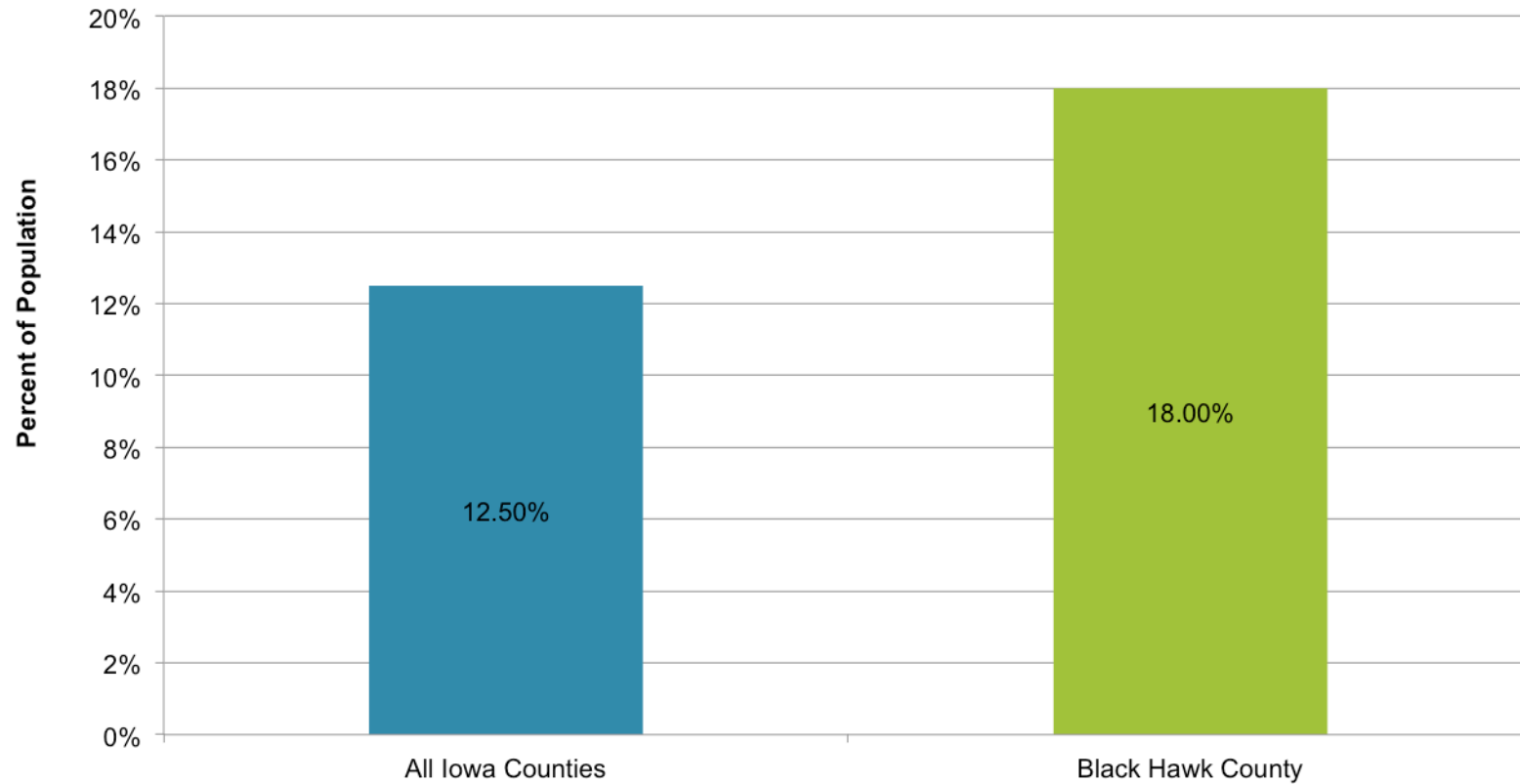
Source: Iowa Criminal and Juvenile Justice Planning

IOWA FAMILIES BELOW FEDERAL POVERTY LEVEL – 1970-2010



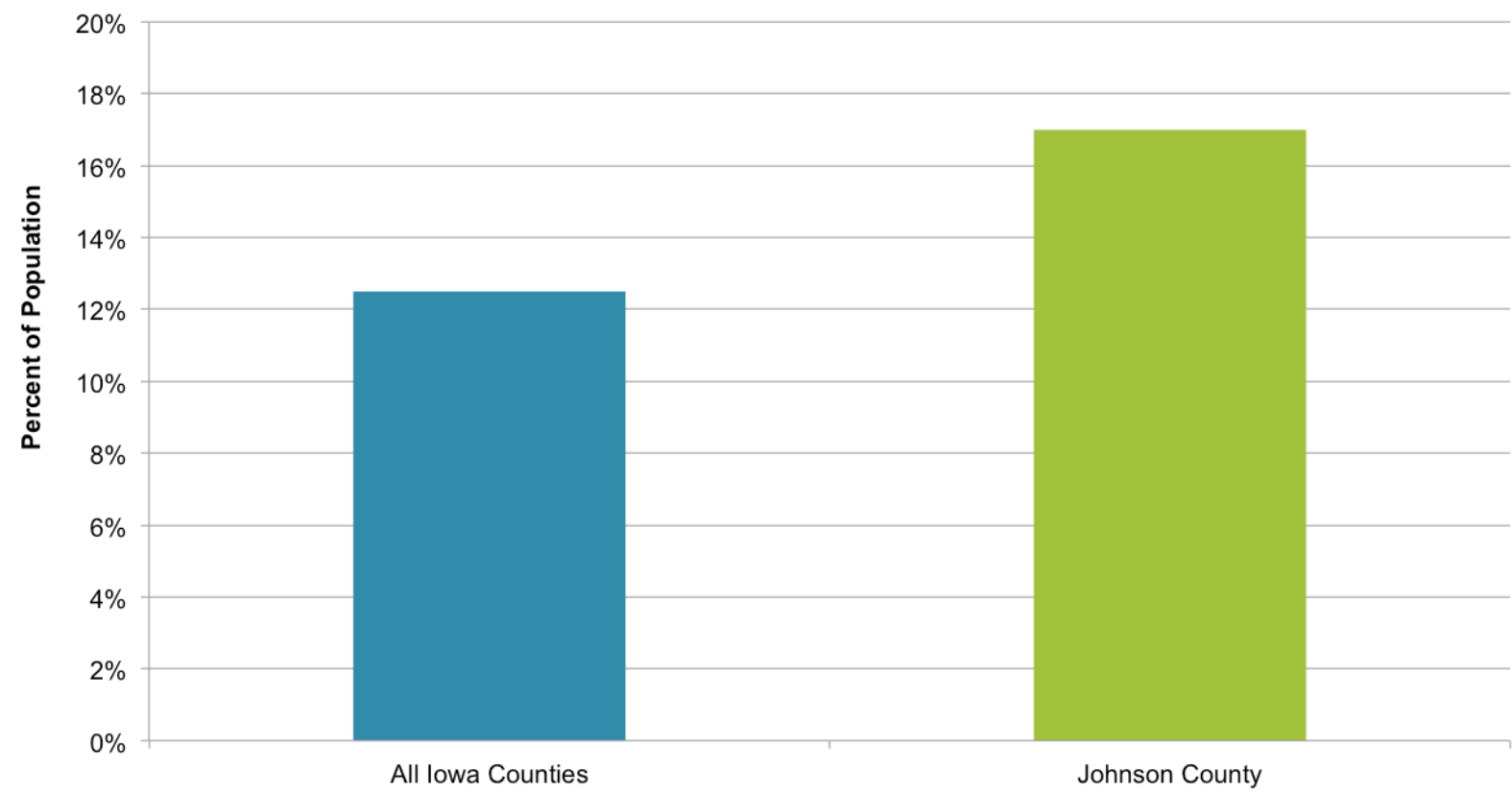
Source: US Bureau of the Census

BLACK HAWK COUNTY INDIVIDUALS BELOW FEDERAL POVERTY LEVEL 2010



Source: US Bureau of the Census

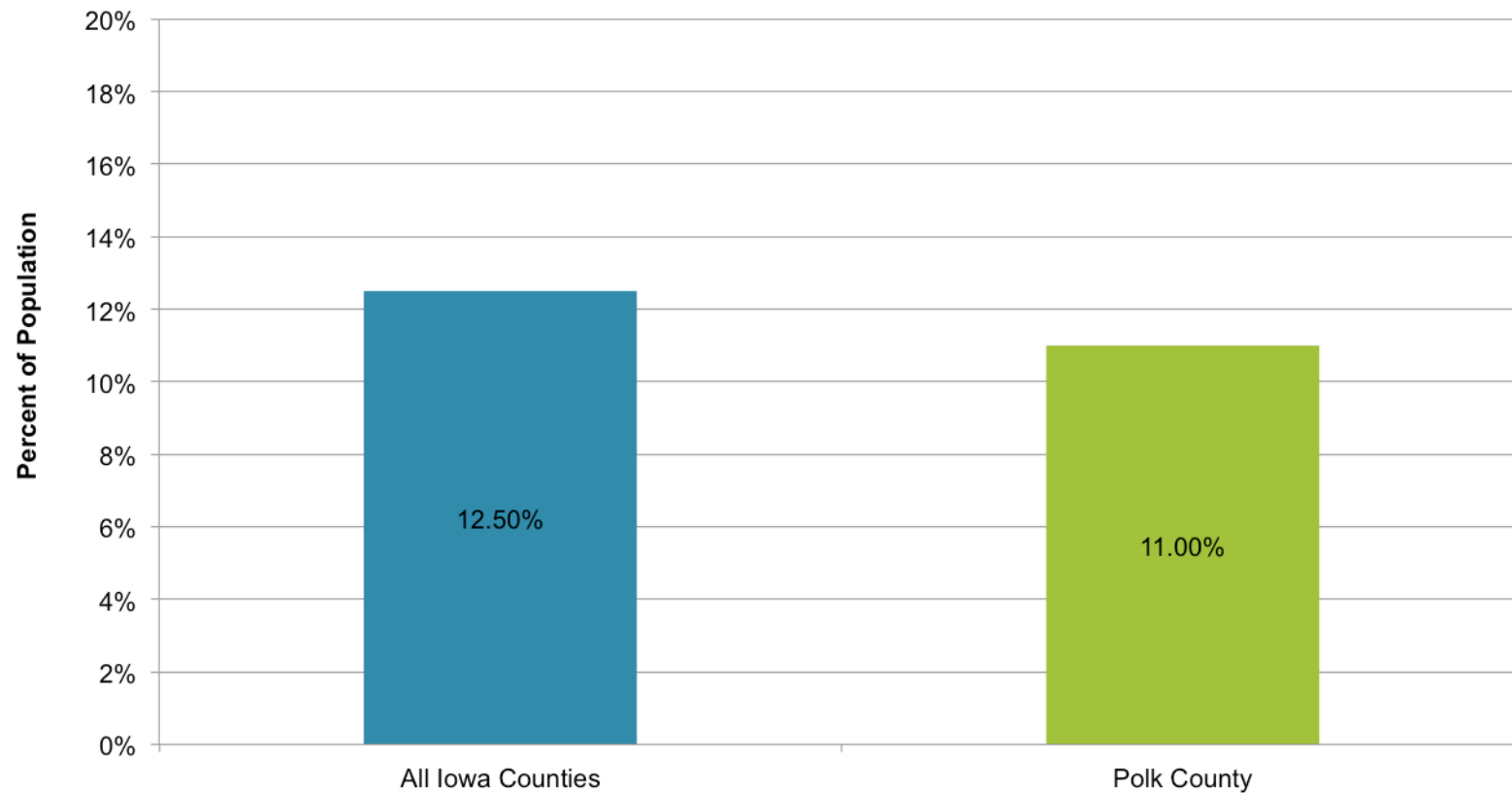
JOHNSON COUNTY INDIVIDUALS BELOW FEDERAL POVERTY LEVEL 2010



JOHNSON COUNTY INDIVIDUALS BELOW FEDERAL POVERTY LEVEL 2010

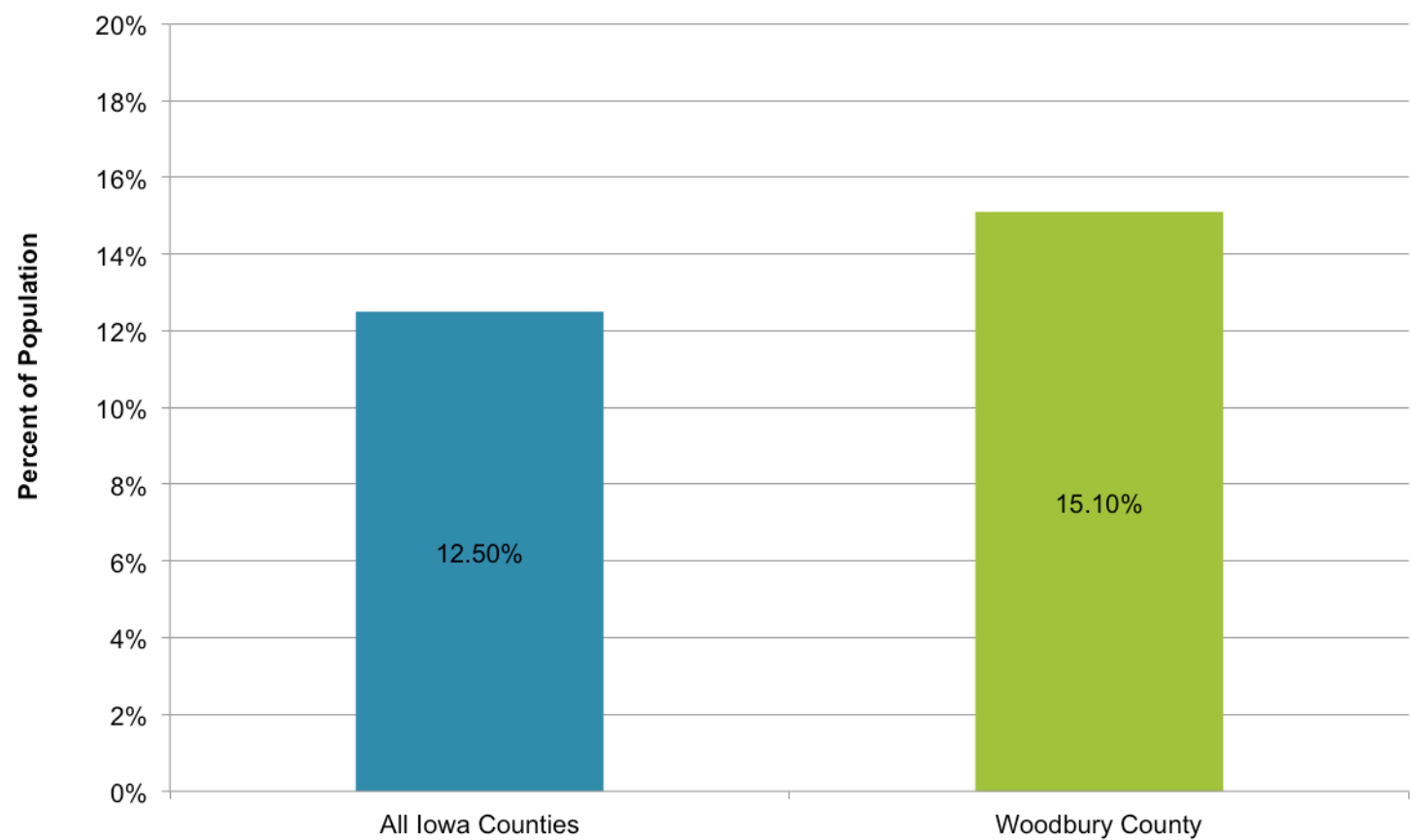
Source: US Bureau of the Census

POLK COUNTY INDIVIDUALS BELOW FEDERAL POVERTY LEVEL 2010



Source: US Bureau of the Census

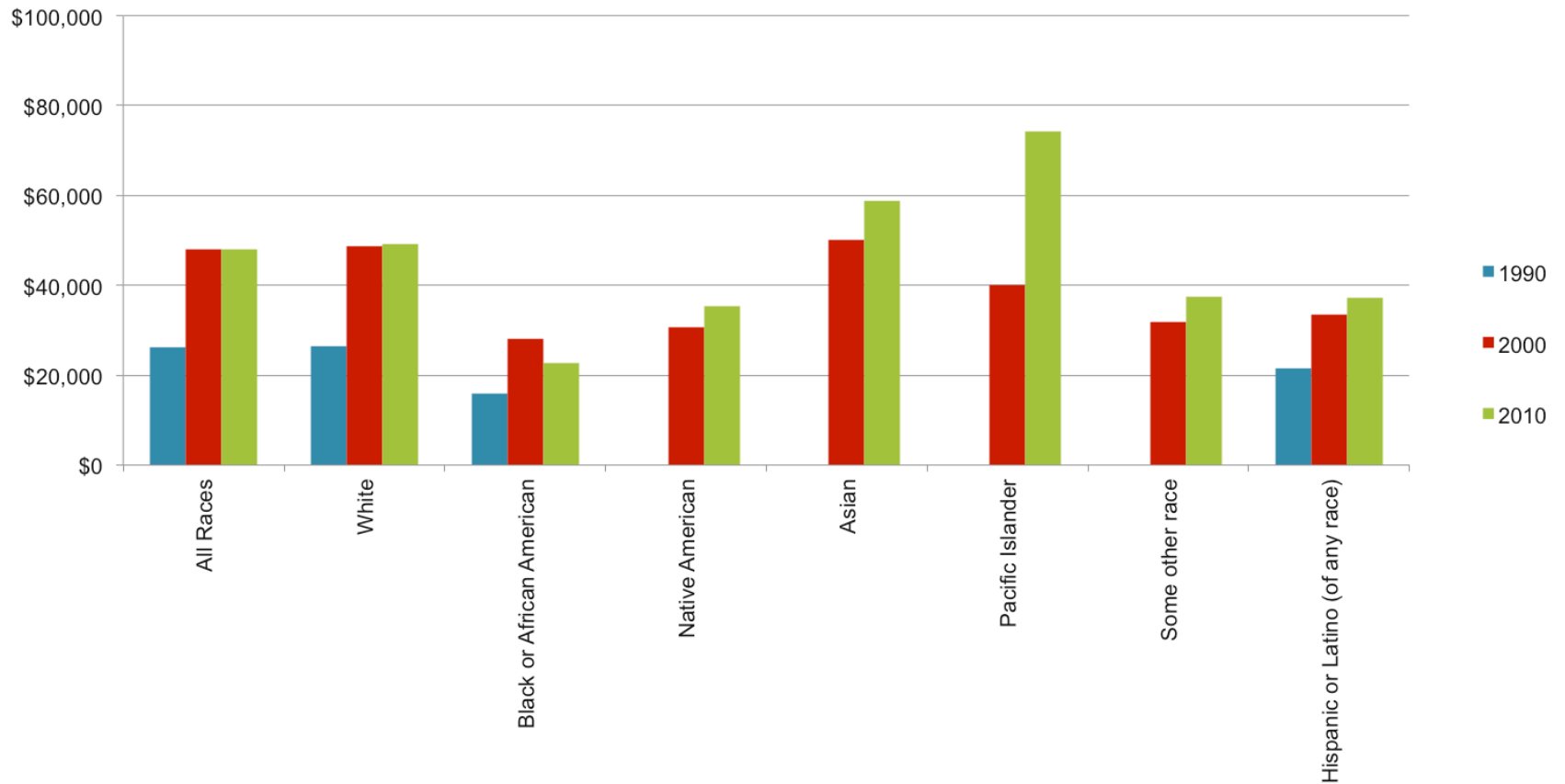
WOODBURY COUNTY INDIVIDUALS BELOW FEDERAL POVERTY LEVEL 2010



WOODBURY COUNTY INDIVIDUALS BELOW FEDERAL POVERTY LEVEL 2010

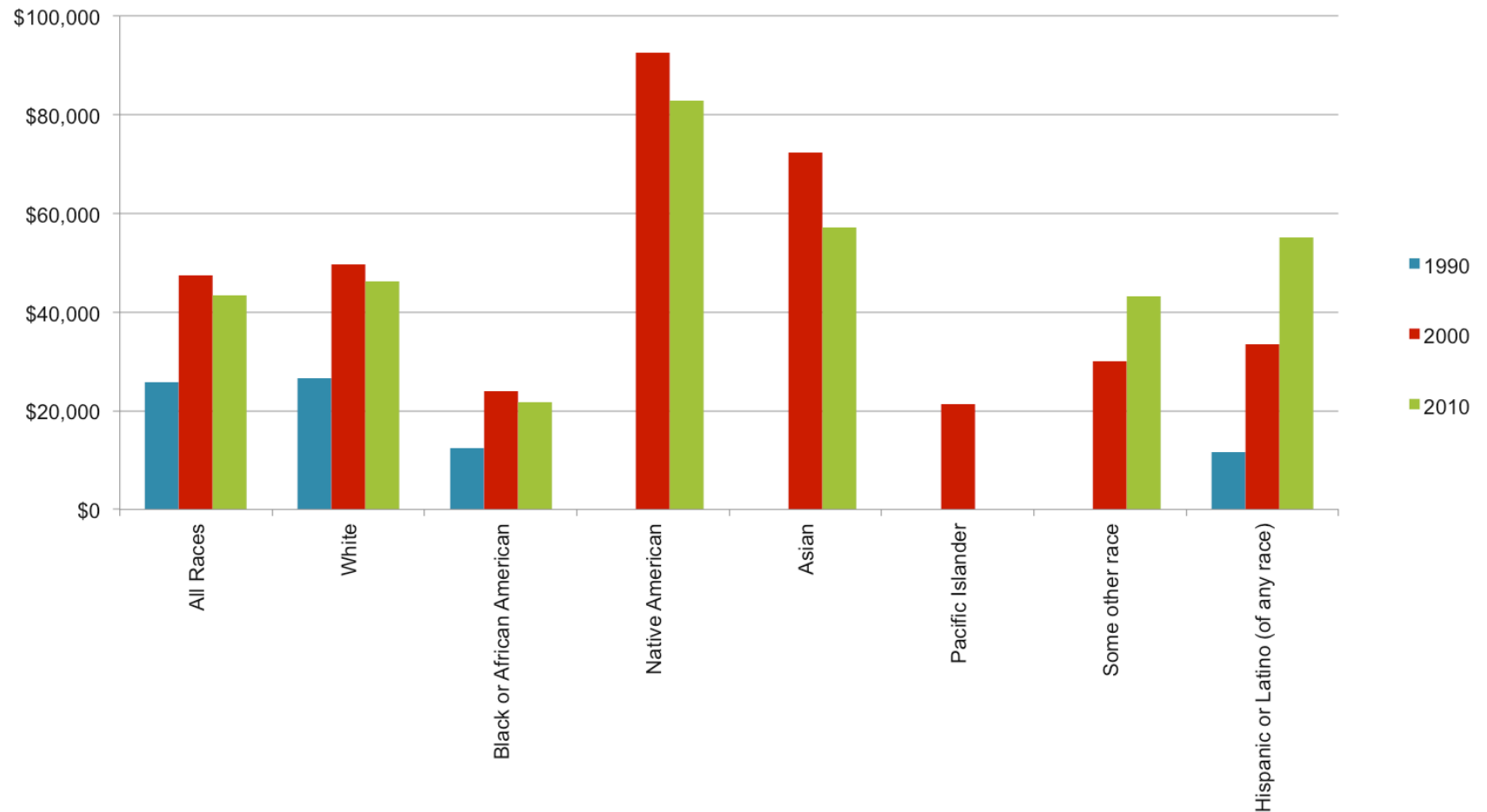
Source: US Bureau of the Census

MEDIAN FAMILY INCOME IN IOWA BY RACE/ETHNICITY – 1990 - 2010



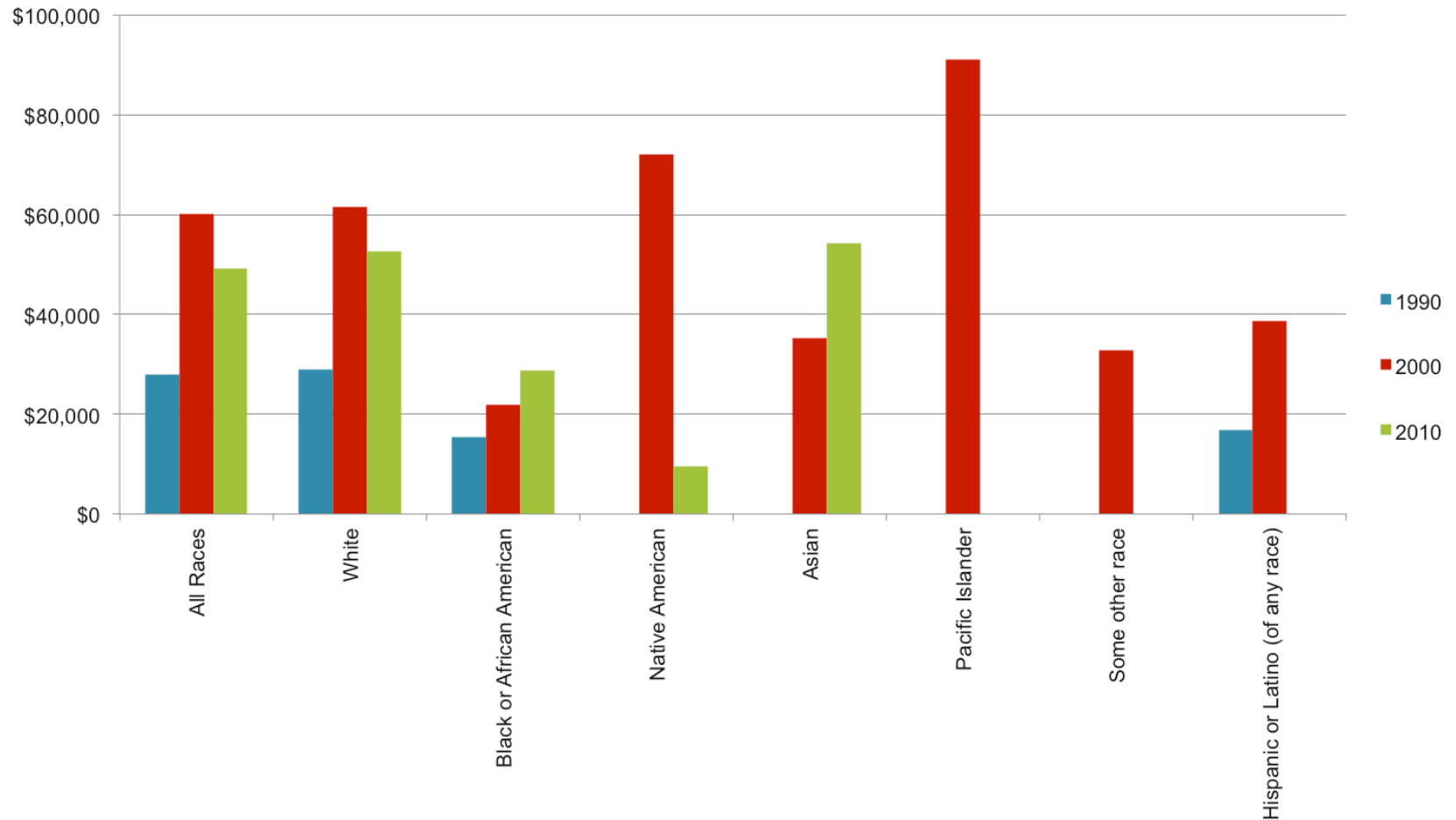
Source: US Bureau of the Census

MEDIAN FAMILY INCOME IN BLACK HAWK COUNTY BY RACE/ETHNICITY – 1990 - 2010



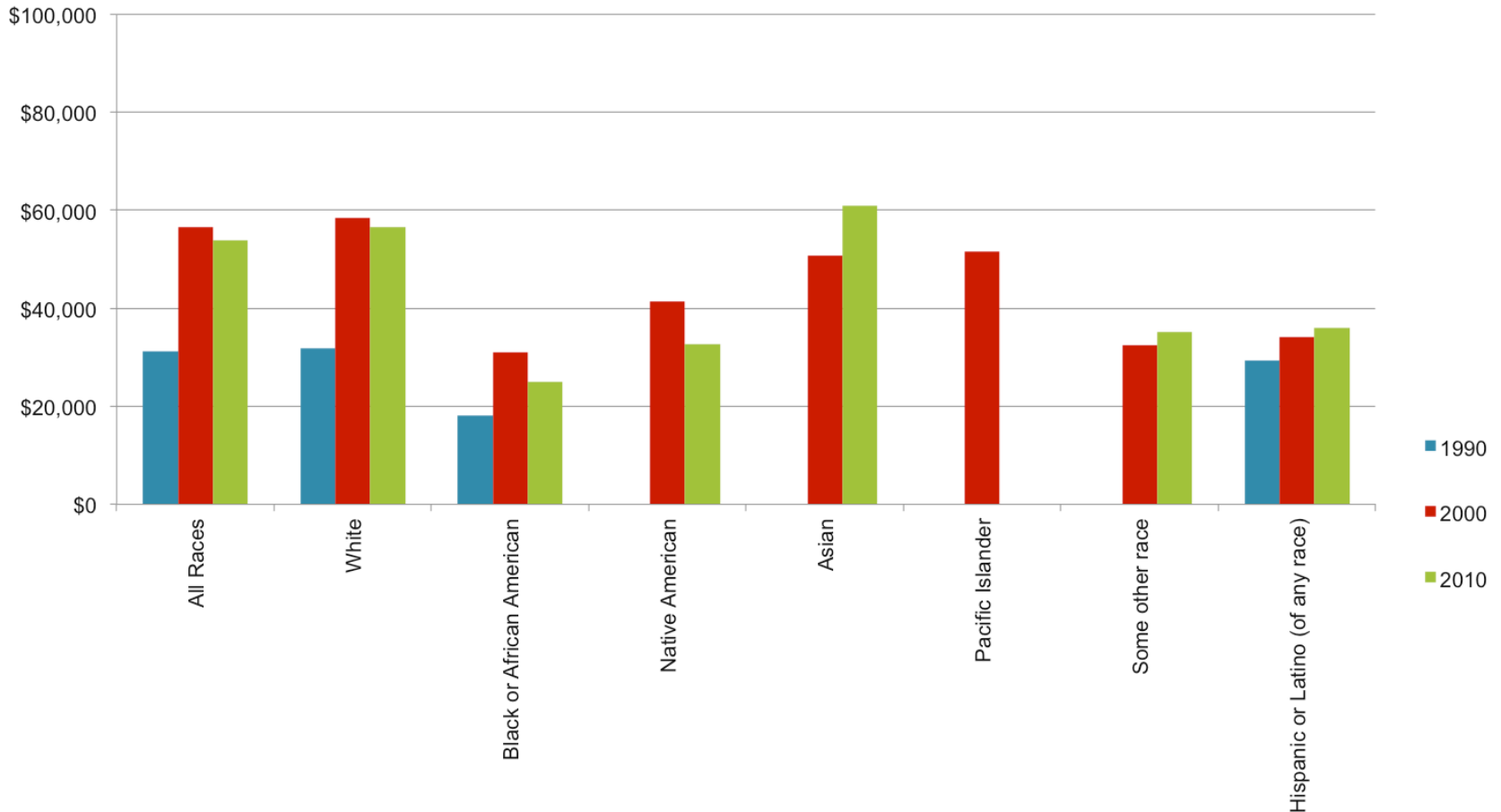
Source: US Bureau of the Census

MEDIAN FAMILY INCOME IN JOHNSON COUNTY BY RACE/ETHNICITY – 1990 - 2010



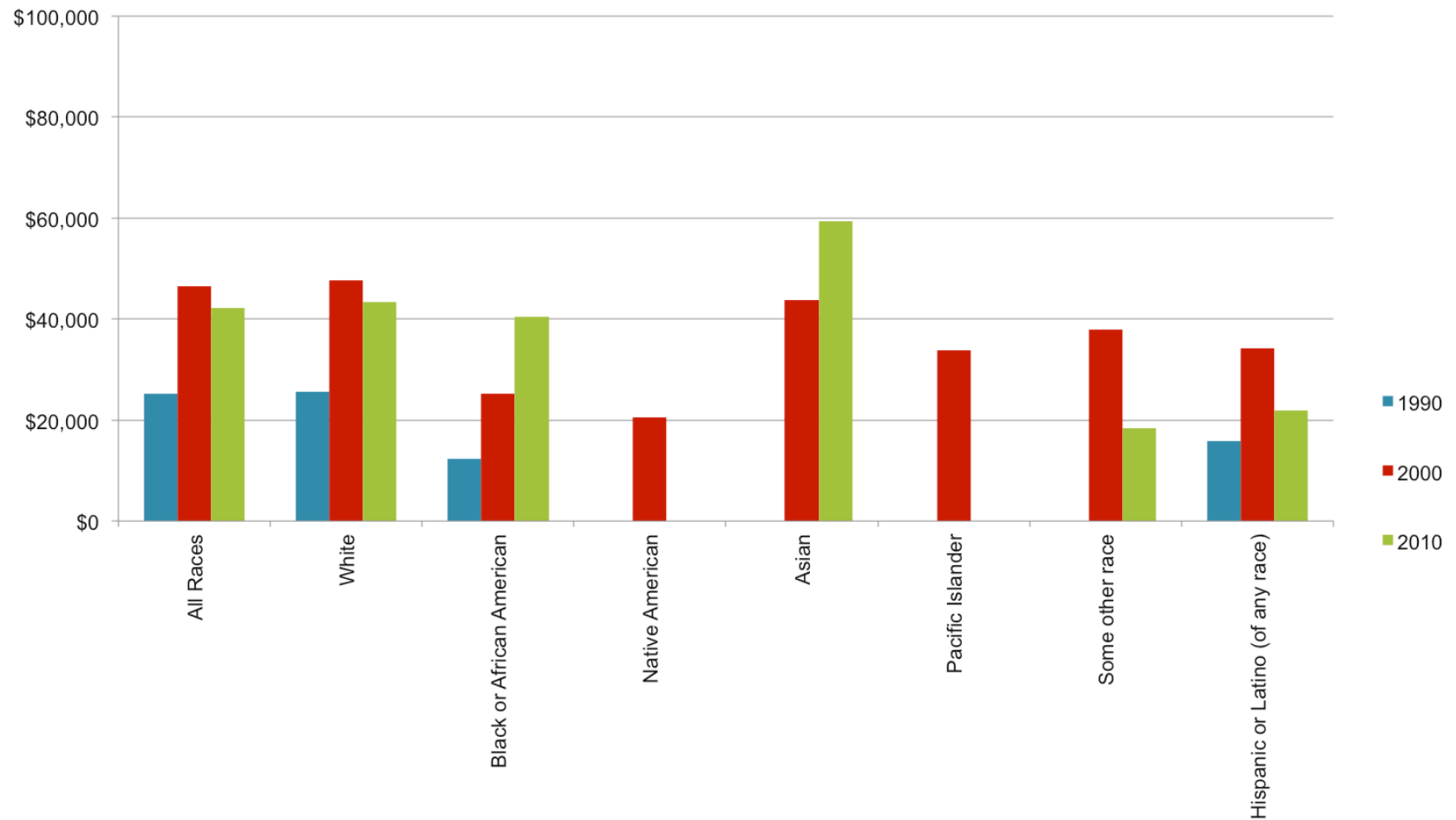
Source: US Bureau of the Census

MEDIAN FAMILY INCOME IN POLK COUNTY BY RACE/ETHNICITY – 1990 - 2010



Source: US Bureau of the Census

MEDIAN FAMILY INCOME IN WOODBURY COUNTY BY RACE/ETHNICITY – 1990 - 2010



Source: US Bureau of the Census

Module Four

IMPACT ON KIDS NOW AND IN THE FUTURE

Module Description

The fundamental purpose of this session is to examine the link between disproportionate minority contact in the school-to-court process and the young people that it may affect. This module will address impacts on students, now and in the future, and the reality of effects of incarceration, detention, or juvenile court records. Attention in this module will be given to how practices and policies might alleviate these realities.

Module 4 Competencies

- » Participants understand short-term and long-term impacts of a juvenile record on the individual.
- » Participants understand the relationships and dynamics of a youth in the school-to-court system with the youth's parents, family, and community.
- » Participants understand organizational and systemic strategies to mitigate short- and long-term impacts on a juvenile or her/his juvenile record.

MODULE 4

IMPACT ON KIDS NOW AND IN THE FUTURE



One Hour

Supplies for Module 4

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 4 PowerPoint presentation
- Easel pad with markers and tape
- Handouts:
 - “What is WITH These Kids?”
 - Cultural Iceberg
 - DIE Activity
 - Four images for DIE Activity

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

I. Why should you even worry about disproportionate minority contact in the school-to-court referral process? Those youth are troublemakers, right? Why be concerned that these youth are being removed from classrooms and some even arrested and detained?

Allow participants to come up with their own examples of short and long-term impacts. Write these up on an easel pad.

- A. In Module 2 the relationship between educational attainment and earnings was shown to be stronger than demographic factors including race, age, and gender and earnings.
 - 1. So we know that education is critical to future success.
 - 2. One important goal of your work is helping youth succeed both short-term and long-term.
- B. Sometimes the requirements of the systems or process blur that focus on the goals for a kid's success. What are some other short and long-term impacts of school removal and youth involvement in the judicial system? (In addition to the serious educational impact on future success.)
 - 1. In the short term, youth get angry. Their family gets angry. Communities get angry. In the long term, communities distrust institutions and are reluctant to have confidence in and trust positive reforms.
 - 2. In the short term, youth are labeled and can come to identify with that label. Authority figures and organizations acknowledge these labels, too, unintentionally and intentionally.

3. Court fines can lead to wage garnishment, creating financial instability.
4. As adults, adjudicated youth do not “fit” into larger society.
5. Living-wage jobs are hard to find. That can lead to illegal work and a higher chance of future incarceration.
6. A criminal record serves as a barrier to full employment.
7. Incarceration is hard on families; it perpetuates the lack of positive male role models in a community and separates women from their families and communities.
8. With lower educational attainment and social capital, there is a significant lack of minority men and women in positions of power and leadership.

II. Given the potential for such significant impacts and the additional challenges faced by minority adolescents, it is critical to ensure that equitable policies and practices are applied in every instance so that youth are removed, arrested, and referred only when necessary by law or when they pose a danger to others.

Write priorities on the easel pad as they are identified by participants.

Let participants raise their priorities first. If they do not bring up the priorities listed at right, prompt by asking questions.

- A. From your discussions in Modules 2 and 3, what are some of the priorities for developing and implementing more equitable policies and practices?
1. Ensuring objective assessment of incidents and cultural and gender-based understanding to better recognize the origins of behavior.
 2. Providing more consistent and improved front-line training to prepare teachers, school resource officers, administrators, police officers, and juvenile court officers with culturally appropriate response strategies.
 3. Improving community engagement practices to bring community members into advisory roles. This includes developing more active engagement of parents, community leaders, and other interested parties.
 4. Establishing additional supportive diversion programs.
 5. Utilizing the right data to identify and pinpoint bias and inequities in the system.
 6. Utilizing data in assessment, planning, program development, and evaluation throughout the school-to-court process.



Cue video:
Sam
Hargadine



Handout:
“What is
WITH
These
Kids?”

B. As community experts across the state will tell you, they are all aware of and are working on improving the rates of disproportionate minority contact. Listen to what is being said about those efforts by Policy Chief Sam Hargadine of Iowa City.

1. These are your peers speaking about disproportionality and possible strategies to decrease the higher proportion of minorities, especially black males, in removals, arrests, and referrals.
2. What are your thoughts about their perspectives and programs?

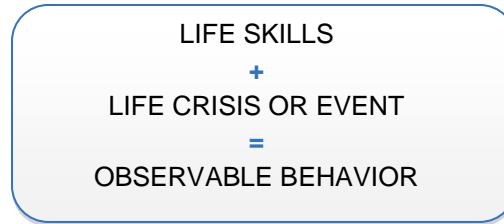
III. Let's talk now about objective evaluation of incidents and behaviors by looking at the handout titled *What is WITH These Kids?*

- A. After we've talked about possible strategies to decrease disproportionate minority contact, why should we now focus on objective evaluation of behaviors?
1. We're going to use the terms “incident” and “behavior” interchangeably today. However, some behaviors that may be observed outside of the actual incident may garner the most attention.
 2. There is always a reason for observable behaviors and we want you to be better equipped to identify those reasons.
 3. You can then ensure appropriate response to incidents and better support the student and family.



If you choose to expand this module, more in-depth information and additional activities related to *What is WITH These Kids?* are included in the Supplemental Activities.

B. You can see below the “formula” for observable behavior. School, law enforcement, and the JCS can reasonably be expected to effectively deal with two components of the formula: *specific observable behaviors* and *life skill deficiencies*, but less so, if at all, with life crises or events.



1. It is important to focus on *observable behaviors*.
 - a. This means the responsible adult should be able to prove that the identified behaviors are based in *fact*, rather than supposition or inference.
 - b. Sometimes it is difficult, especially when you're in the middle of a situation, NOT to project subjective interpretations or motivations, which typically cannot be confirmed, onto the behaviors.
2. Implementing strategies to improve observable behaviors may not be sufficient in *some cases* to bring about *long term* changes.
 - a. The team needs to identify and assess the behaviors.
 - b. The team may find ways to also identify underlying life skill deficiencies that may contribute to the observed behaviors.
 - c. Developing additional strategies based on the life skill deficiencies may increase the chances of *lasting* behavior change.
3. We will do an activity to build this skill in just a bit. First, are there any clarifying questions about this?



Pass out
The Cultural
Iceberg and
show the
slide

If participants have
trouble coming up
with ideas, offer one
of the examples at
right!

C. Culture is an important component to identifying the root causes of observable behavior.

1. Look at the “cultural iceberg” provided as a handout. The observable portion is the 10% of the iceberg that sticks above the water that we can see.
2. You can see that in the 90% “below the surface,” core values and attitudes are invisible, but manifest in observable behavior. Culture is a very important factor in determining causes of behaviors and should be considered alongside other factors we will talk about, such as health, safety, and just plain adolescence.
3. Can you think of an example of how an underlying core value and/or attitude would be outwardly expressed in a behavior or practice?
 - a. Example: Dress and core values (what is acceptable within a community, and how females and males experience their culture differently).
 - b. Example: Congregation and attitudes towards communal socializing (African Americans have a long history of congregation and socializing within extended families).

D. Let’s do a few exercises to develop our skills of objective behavior observation.

1. Some ethnographers use Kohl’s three-stage process of *Describe*, *Interpret*, and *Evaluate* (DIE) to ensure the quality of information when engaging in behavior observation.

Emphasize the order's importance in observing.

- 1 – Describe
- 2 – Interpret
- 3 – Evaluate

This can be related directly to the discussion of assumptions and bias in Module 1.

- a. The order of this process is crucial.
 - i. Changing the sequencing will eliminate the value of your observation.
 - ii. It will produce uninformed and biased data.
 - b. We should use the same ordered process with students and the situations we find ourselves responding to.
 - c. Otherwise, we will be “jumping to conclusions.”
2. Now let's use the worksheet handed out for this activity.



Provide the activity handout and one

image to each table so they all have different images. Give each table a total of 10 minutes for the small group to complete the three steps: describe, interpret, and evaluate.

3. Each table will receive an image. First, DESCRIBE what you see.
 - a. Describe all of the observable details about this person/place/thing/idea/event/behavior.
 - b. Describe everything that is unfamiliar.
 - c. Describe everything that is familiar.
4. Now, INTERPRET what you see. This is where you explain what you THINK you are seeing. It's an explanation of what you have just described.
 - a. What could the person be doing?
 - b. What could the item be used for?
 - c. Consider all possible interpretations.
 - d. This is likely to be influenced by your own culture.
5. Finally, EVALUATE your feelings and opinions of the image after you've described and interpreted it.
 - a. Take your description and interpretations and ask yourself which interpretation is most rational.
 - b. Upon evaluation of all possible interpretations, are you thinking outside your cultural "box"? Are you considering the action or item within a broader cultural context?

Have each table report out, going through each step in the DIE process. Be sure to project the image each table used as they report out. After each table reports, ask the full group to respond.



Cue video:
Jim France

6. Let's share what our tables discussed. The image is shown for all on the screen.
 - a. Please describe your image.
 - b. Now how did you interpret it?
 - c. What is your evaluation?
 - d. Did you have differing opinions within the group?
 - e. What might explain your differences in opinion?

IV. Talk about how you will use this method in your work with youth and with your agency.

V. Finally, we can listen to Jim France of Sioux City talk about these issues.









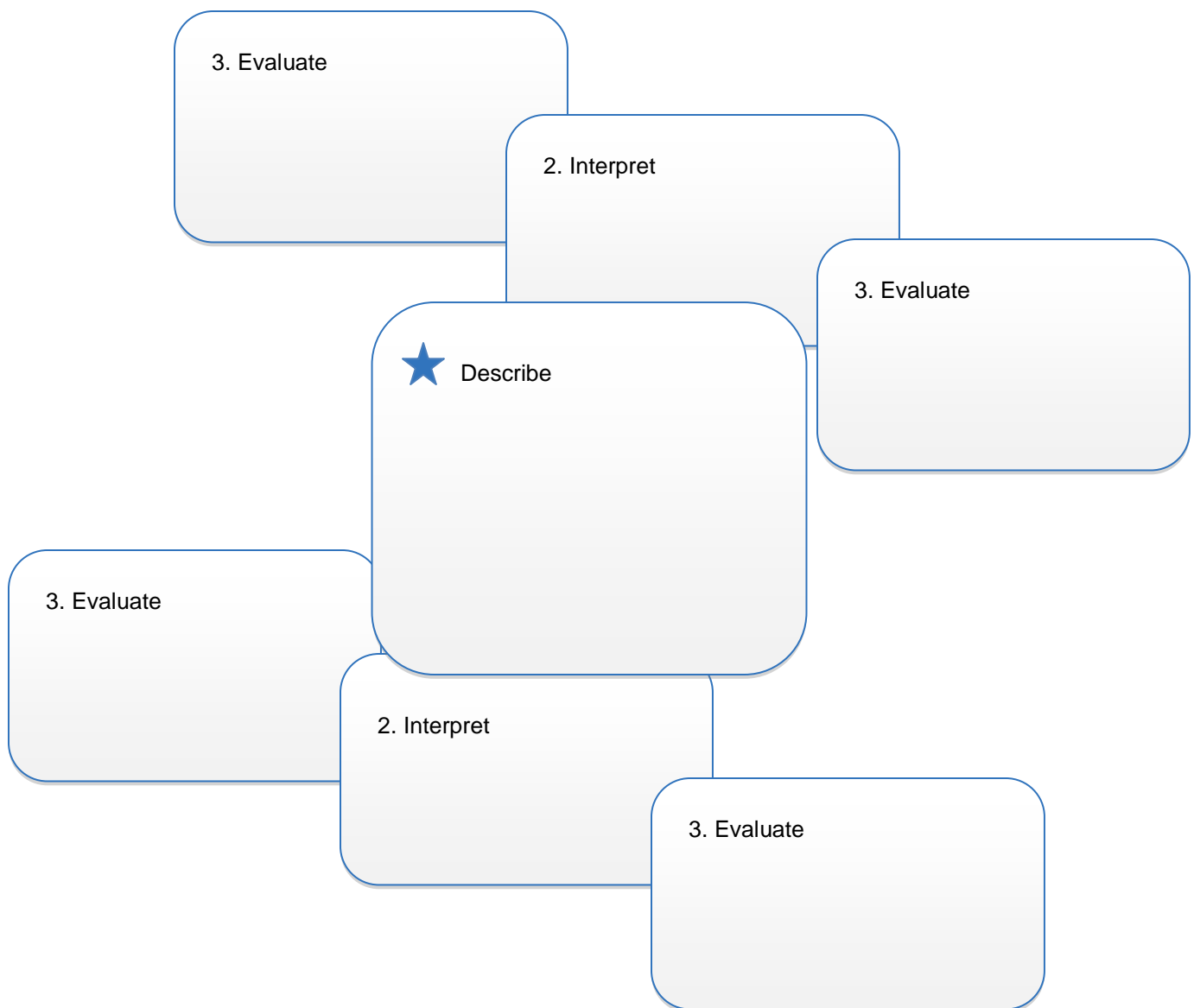
D.I.E. METHOD

When we encounter something new or foreign, we must refrain from evaluating it until we understand the context. Use the D.I.E method to practice describing and interpreting incidents before evaluating them.

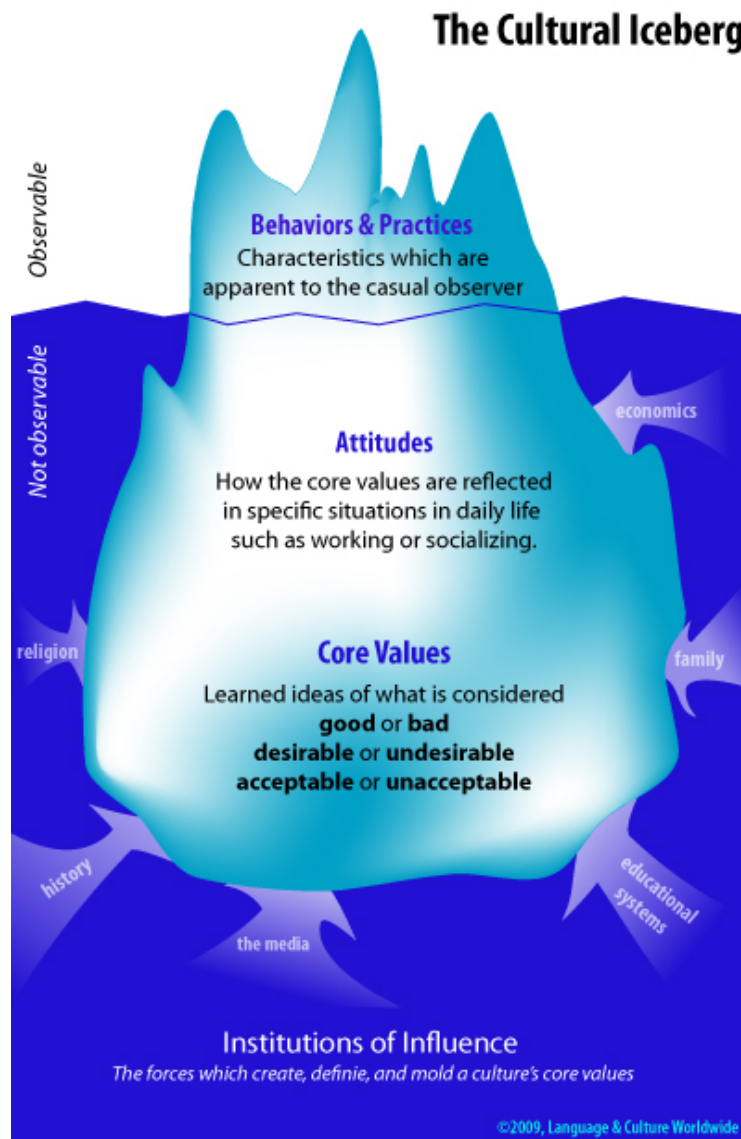
INSTRUCTIONS

In your group, observe your photograph and:

1. **Describe** the facts.
2. **Interpret** the situation based on the context.
3. **Evaluate**, offering opinions about the situation.

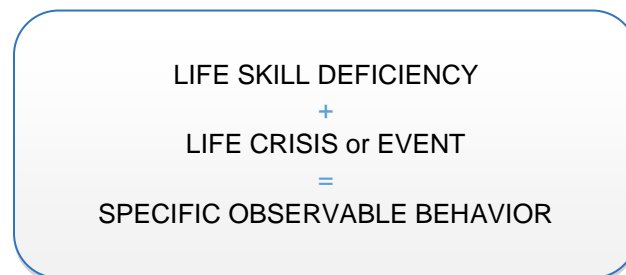


THE CULTURAL ICEBERG



WHAT IS *WITH* THESE KIDS?

There is always a reason for observable behaviors. This is a guide to provide context for manifestations of emotion, health, and other challenges facing students with the goal of addressing individual student needs with consideration of their culture.



School, public safety, and the courts (responsible stakeholders) can reasonably be expected to effectively deal with two components of the above formula: specific observable behaviors and life skill deficiencies, but less so, if at all, with life crises or events.

1. Objectivity in Addressing the Behavior

The thorough objective identification of *observable behaviors* is *necessary* for equitable implementation of policies. It is important to focus on observable behaviors, rather than attempt to project subjective interpretations or motivations, which typically cannot be confirmed. In other words, the responsible adult should be able to prove that the identified behaviors are based in *fact*, rather than supposition or inference. The *observed behaviors* that prompted or justified the original referral must first be addressed. For additional skill-building in this area, complete the D.I.E. (Describe, Interpret, Evaluate) activity.

2. Life Skill Deficiencies are Common, Sometimes Natural

It is reasonable to assume that all students have some sort of *life skill deficiency*. For most students, these deficiencies reflect the essence of childhood and adolescence, but do not result in patterns of academic, behavior, or health problems.

The implementation of strategies to improve observable behaviors may not be sufficient in *some cases* to bring about *long-term changes*. The identification and in-depth assessment of these behaviors provides the team with opportunities to also determine underlying life skill deficiencies that may contribute to the observed behaviors, and develop additional strategies that will increase the chances of lasting change.

Module Five

CURRENT INITIATIVES TO ADDRESS DISPROPORTIONATE MINORITY CONTACT IN THIS COMMUNITY

Module Description

There are ongoing DMC initiatives in Iowa's counties and communities. In this module local initiative leaders can present or lead discussions, and participants will take a look at the successes and challenges through these initiatives and in the community. Special attention will be given to how the community engages constructively with the school-to-court process.

Module 5 Competencies

- » Participants are aware of activities, organizations, and initiatives in the community and state to address disproportionate minority contact.
- » Participants gain a common understanding of the practical meaning of disproportionate minority contact for juveniles, the community, and the school-to-court system.
- » Participants understand how the Cultural Competency Continuum applies to organizations and individuals' behavior as a part of that organization.

MODULE 5

CURRENT INITIATIVES TO ADDRESS DISPROPORTIONATE MINORITY CONTACT IN THIS COMMUNITY



One Hour

Supplies for Module 5

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 5
PowerPoint
presentation
- Easel pad with
markers and tape
- Handouts:
 - DMC – It's Not Just
an Acronym
 - Cultural Competency
Continuum

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

I. Disproportionate minority contact is nothing new, nor is it new to you. Over the years there have been initiatives, plans, programs, and efforts statewide and in many communities.

- A. For more than 20 years, DMC – then referred to as disproportionate minority confinement – has been identified in states and nationally as an issue requiring attention.
 - 1. As early as 1991, Iowa was involved in a federally funded demonstration project that assessed the extent of minority overrepresentation of juveniles within secure settings, followed with a second phase that designed and implemented strategies to reduce disproportionate juvenile minority confinement.
 - 2. Some of you may have been involved with that project, but it is likely you could also describe other projects, groups, and activities that have been undertaken in this community before or since this pilot project.
- B. Since that time, the focus has gradually changed so that today we focus on disproportionate minority contact.
- C. This session focuses on the community and the initiatives and activities related to DMC. We are talking about the broader community that includes both minority populations and the rest of the population in the city and surrounding area.

Allow participants to offer their perspectives on what keeps this focus alive. Write their responses on the chart paper. Be sure they consider a variety of options, and don't just reply "Funding."



Cue Videos:
Cora Turner

List the initiatives on the chart paper as they are offered by participants. Challenge them to also think of initiatives that have an impact on DMC that may not be directly or exclusively about DMC or youth. Examples may be Head Start, Empowerment Board, or NAACP.

D. With many organizations and segments of the community focusing on DMC there must be compelling reasons. What drives these activities?

1. Funding from the federal or state government.
2. Receiving a grant.
3. Changes in the community.
4. A specific incident.
5. Data told us we needed to.
6. It's mandated.

II. Across the state and in this community we have heard about many efforts to reduce DMC. Let's watch and listen to your peers talk about DMC activities in their communities. We will hear from Cora Turner from the Waterloo Schools.

A. Programs, initiatives, activities – however you describe what is going on in this community – probably include historical as well as current activities. Let's list some of them on the chart.

After the group notes the type of initiative, summarize the balance of types to see if they split fairly evenly or fall primarily into one type or another.

B. There are different types or focuses of DMC-related activities. In general, there are system efforts, community efforts, and individual efforts.

1. System efforts – These may be an ongoing committee or a research project that is aimed at gathering information or making policy change – or just maintaining ongoing communication between organizations. Often these are publicly funded and led by an agency or department. The DMC Committees in each community are an example of this.
2. Community efforts – These efforts are those that bubble up from the community and are more likely to be focused on a single city or neighborhood. Sometimes they are prompted by a specific situation. They may be faith-based or nonprofit-led initiatives in addition to public or private activities.
3. Individual efforts – These efforts may be championed or led by a prominent or charismatic community leader and inspire the broader community's support.

C. We want to look at the list you just made here and identify whether the initiative is system, community, or individual led.

D. Why do you think this community has this mix of types of DMC initiatives?

III. There is a lot of DMC-related activity going on in this community. But what is DMC? What does it mean?

A. The acronym DMC gets used more often than the term disproportionate minority contact.



Activity and Handout: DMC – It's Not Just an

Acronym

Allow 10 minutes of small group time. Not all groups may finish all three.

Suggest that participants put themselves in the shoes of a youth, a community group or member, and a system staff person as they try to describe DMC from the perspective of others.

- B. In fact, we've been using quite a few acronyms in this training, because it's the language of those who work with DMC.
- C. Do you know what TLA stands for?
 - 1. It stands for Three-Letter Acronym – TLA.
 - 2. This is a real acronym. But it seems meaningless.
- D. If people say DMC often enough, does it lose the importance of its meaning? Disproportionate minority contact. DMC. Which makes you think more about the meaning?
- E. We are going to work again in small groups, so plan to break up for this activity.
 - 1. Youth, communities, and professionals involved in the school-to-court system may think about and experience disproportionate minority contact differently.
 - 2. Your challenge as a small group is to create a new term or phrase to describe disproportionate minority contact that reflects its meaning from a practical sense and from the different perspectives of youth, communities, and school-to-court professionals.

Examples:

Youth: “I get sent to the office for stuff others get away with.”

Community: “We have to get across to the cops that they shouldn’t be parking and watching them in the mall.”

System: “Our numbers don’t look so good this quarter.”

As the groups report, summarize and highlight how they add depth to the meaning of DMC. These new “terms” should press participants to think about disproportionate minority contact with a greater awareness of cultures and impacts.

3. Do it for each:
 - a. Youth
 - b. Communities
 - c. Professionals in the school-to-court system
4. If you think of an additional group that may view DMC still differently, feel free to work on that as well.
5. Let’s take a few minutes to hear what each group came up with and what the core meaning is for DMC as seen by youth, community and DMC professional.

F. With these new meanings in mind, how do the community's disproportionate minority contact initiatives – those committees and grants on our list – align with the meanings?

1. How do these initiatives leverage the passion you described in your new terms?
2. Perhaps these new terms help us better understand what we are trying to accomplish, or the impetus behind our efforts.

IV. Cultural Understanding has been the focal point for development of this instrument. This cultural understanding provides individuals with the information necessary to act in a culturally responsive manner.

- A. Of course, we mean understanding of cultures such as African American, Native American, Latino/Hispanic, and many more.
- B. But we also mean understanding of the broader community and the agencies and organizations that are in place to assist kids at risk or in trouble.



Handout: Cultural Competence Continuum

The National Center for Cultural Competence (NCCC) article speaks about organizational and system competence. NCCC is a part of Georgetown University Center for Child and Human Development.

C. A commonly used term is “Cultural Competence”. We will spend a short time taking a look at the Cultural Competence Continuum.

1. We are trying to be practical here and to talk about things that give each participant a chance for a few new insights.
2. The Cultural Competence Continuum is another tool that can be used by individuals, agencies, organizations, and communities to take stock of where they are in their understanding cultures – “cultural competence.”
3. Nobody is saying anyone is INcompetent at all. That is where the continuum comes in – as an assessment within a community group, organization, or system that can be used in planning and policy development.
4. Take a look at the ranges on this continuum. There are no hard and fast lines. Consider each point on the continuum as a developmental level. An organization could be in one stage in one regard, but a different one for another.
 - a. Cultural destructiveness
 - b. Cultural incapacity
 - c. Cultural blindness
 - d. Cultural pre-competence
 - e. Cultural competence
 - f. Cultural proficiency

V. How does the cultural competence continuum relate to disproportionate minority contact in your community?

- A. How does the continuum impact expectations of groups such as communities, organizations, and systems?
- B. How can increasing cultural competence of groups and organizations – and the people within them – lead to reducing disproportionate minority contact?
 - 1. This type of change implies both organizational and policy change.
 - 2. It also recognizes that change is a two-way street – all participating parties play a role in that change.

VI. The greatest challenge to community initiatives, individual efforts, or system initiatives is to engage people in a meaningful way.

- A. Perhaps some of you will take away pieces of our discussion today to share with your groups.
- B. Perhaps you will want to begin something new.
- C. The next session will tie the work we have done so far with the concepts of family and community engagement to help youth be successful.



Cue Video:
LaTasha
Massey

VII. Let's close with this video clip featuring Iowa City's LaTasha Massey.

CULTURAL COMPETENCE CONTINUUM

The National Center for Cultural Competence (NCCC) embraces a conceptual framework and model for achieving cultural competence based on the seminal work of Cross et al. espoused in a monograph entitled *Toward A Culturally Competent System of Care, Volume 1*, originally published in 1989. The NCCC modified the Cross definition as follows. Cultural competence requires that organizations:

- » Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effective cross-culturally.
- » Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of communities they serve.
- » Incorporate the above in all aspects of policy-making, administration, practice and service delivery, systematically involve consumers, families and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.

Cross et al. state that cultural competence is a complex framework, and that there is a tendency for systems and organizations to want a textbook solution, a quick fix, a recipe, or a “how to”, step-by-step approach. The complexity of achieving cultural competence does not allow for such an easy solution. The Cross framework emphasizes that the process of achieving cultural competency occurs along a continuum and sets forth six stages including: 1) *cultural destructiveness*, 2) *cultural incapacity*, 3) *cultural blindness*, 4) *cultural pre-competence*, 5) *cultural competency* and 6) *cultural proficiency*. It is helpful for systems and organizations to conduct self-assessment and use the results to set goals and plan for meaningful growth. The NCCC developed the following system or organizational characteristics that may be exhibited at various stages along the cultural competence continuum.

The characteristics delineated in this continuum are not meant to define a system or organization. Rather, they allow systems and organizations to broadly gauge where they are, and to plan for positive movement and growth to achieve cultural competence and proficiency. The continuum is dynamic and not intended to be viewed in a linear manner. Systems and organizations may be at different stages at different times with different populations and cultural groups. Finally, system and organizational capacity is not limited to arrival at cultural competence and proficiency as there is always room for continued growth.

- » *Cultural destructiveness* is characterized by attitudes, policies, structures, and practices within a system or organization that are destructive to a cultural group.
- » *Cultural incapacity* is the lack of capacity of systems and organizations to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups. Characteristic include but are not limited to: institutional or systemic bias; practices that may result in discrimination in hiring and promotion; disproportionate allocation of resources that may benefit one cultural group over another; subtle messages that some cultural groups are neither valued nor welcomed; and lower expectations for some cultural, ethnic, or racial groups.
- » *Cultural blindness* is an expressed philosophy of viewing and treating all people as the same. Characteristics of such systems and organizations may include: policies that and personnel who encourage assimilation; approaches in the delivery of services and supports that ignore cultural strengths; institutional attitudes that blame consumers - individuals or families - for their circumstances; little value placed on training and resource development that facilitate cultural and linguistic competence; workforce and contract personnel that lack diversity (race, ethnicity, language, gender, age etc.); and few structures and resources dedicated to acquiring cultural knowledge.

-
- » *Cultural pre-competence* is a level of awareness within systems or organizations of their strengths and areas for growth to respond effectively to culturally and linguistically diverse populations. Characteristics include but are not limited to: the system or organization expressly values the delivery of high quality services and supports to culturally and linguistically diverse populations; commitment to human and civil rights; hiring practices that support a diverse workforce; the capacity to conduct asset and needs assessments within diverse communities; concerted efforts to improve service delivery usually for a specific racial, ethnic or cultural group; tendency for token representation on governing boards; and no clear plan for achieving organizational cultural competence.

Cultural Competence

Systems and organizations that exemplify cultural competence demonstrate an acceptance and respect for cultural differences and they:

- » Create a mission statement for your organization that articulates principles, rationale, and values for cultural and linguistic competence in all aspects of the organization.
- » Implement specific policies and procedures that integrate cultural and linguistic competence into each core function of the organization.
- » Identify, use, and/or adapt evidence-based and promising practices that are culturally and linguistically competent.
- » Develop structures and strategies to ensure consumer and community participation in the planning, delivery, and evaluation of the organization's core function.
- » Implement policies and procedures to recruit, hire, and maintain a diverse and culturally and linguistically competent workforce.
- » Provide fiscal support, professional development, and incentives for the improvement of cultural and linguistic competence at the board, program, and faculty and/or staff levels.
- » Dedicate resources for both individual and organizational self-assessment of cultural and linguistic competence.
- » Develop the capacity to collect and analyze data using variables that have meaningful impact on culturally and linguistically diverse groups.
- » Practice principles of community engagement that result in the reciprocal transfer of knowledge and skills between all collaborators, partners, and key stakeholders.

Cultural Proficiency

Systems and organizations hold culture in high esteem, use this a foundation to guide all of their endeavors, and they:

- » Continue to add to the knowledge base within the field of cultural and linguistic competence by conducting research and developing new treatments, interventions, and approaches for health and mental care in policy, education, and the delivery of care.
- » Develop organizational philosophy and practices that integrate health and mental health care.
- » Employ faculty and/or staff, consultants, and consumers with expertise in cultural and linguistic competence in health and mental health care practice, education, and research.
- » Publish and disseminate promising and evidence-based health and mental health care practices, interventions, training, and education models.
- » Support and mentor other organizations as they progress along the cultural competence continuum.

-
- » Develop and disseminate health and mental health promotion materials that are adapted to the cultural and linguistic contexts of populations served.
 - » Actively pursue resource development to continually enhance and expand the organization's capacities in cultural and linguistic competence.
 - » Advocate with, and on behalf of, populations who are traditionally unserved and underserved.
 - » Establish and maintain partnerships with diverse constituency groups, which span the boundaries of the traditional health and mental health care arenas, to eliminate racial and ethnic disparities in health and mental health

Adapted from:

Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a Culturally Competent System of Care, Volume 1*. Washington, DC: CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center

Developed Tawara D. Goode, National Center for Cultural Competence

Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities
Revised 2004

DMC – IT’S NOT JUST AN ACRONYM

You have 10 minutes to complete this activity in your small group.

What does DMC mean to you? You bring your current experiences and perspectives to the issue of DMC. Chances are, your answers may be different than those of others. In this activity, your small group will discuss what DMC (the acronym) may mean to others. What terms can be used or meaning does it have for those with different experiences?

Put yourselves in the shoes of:

- » Youth
- » Member of a community group or organization
- » Staff member in a school district, law enforcement agency, or Juvenile Court Services office

1. You are a youth. What does DMC mean to you? What term would you use for DMC?

2. You are a member of a volunteer community group. What does DMC mean to you? What term would you use for DMC?

3. You are staff in a school district, law enforcement agency, or Juvenile Court Services office. What does DMC mean to you? What term would you use for DMC?

Module Six

FAMILY AND COMMUNITY ENGAGEMENT

Module Description

Disproportionate minority contact significantly affects families and minority communities. This module revolves around family and community engagement, communications, and understanding cultural differences. It focuses on techniques, practices, opportunities, local issues, and cultural communication practices to engage families and communities in support of individuals and youth in need.

Module 6 Competencies

- » Participants understand why family and community involvement in school-to-court issues is difficult to motivate.
- » Participants understand the relationships among relevant spheres of influence in the community.
- » Participants develop common strategies for effective family and community engagement in individual and system DMC and bias issues.

MODULE 6

FAMILY AND COMMUNITY ENGAGEMENT



One Hour

Supplies for Module 6

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 6 PowerPoint presentation
- Easel pad with markers and tape
- Handouts:
 - Basic Community Engagement Model
 - Case Study – *Connecting to Your Community*
- Blank paper

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

I. This module focuses on how disproportionate minority contact involves families and minority communities.

Though the sessions are focused on the three organizations directly related to the school-to-court process, this discussion will be enhanced by participants from community organizations.

- A. In Iowa, adult minority incarceration rates have long been high. We also know that the path to prison often begins in childhood.
 - 1. According to the *Des Moines Register*, in April 2011, the incarceration rate of black Iowans was 17.1%, nearly 6 times higher than their proportion of the population.
 - 2. The incarceration rate of Native Americans was 1.2%, which is 3 times higher than their proportion of the population.
- B. We understand that, given the statistics regarding the rate of incarceration of adult minorities, increasing cultural understanding and eliminating bias in our school-to-court process are essential means to address the immediate short and long-term causal issues.
- C. If we address issues in childhood, fewer youth will follow the path to prison.
- D. We know that involving families and the community in meaningful ways is critical if there is to be success in changing this dynamic.
 - 1. This module accents the value of community engagement and communication among the schools, juvenile court, law enforcement, families, and the minority community.
 - 2. It addresses what is required to better communicate with minority communities.
 - 3. It takes a look at how our counties and state are changing in our cultural, economic, demographic, and age categories.



Activity/ Discussion:

This discussion links the community with the school-to-court process.

- E. Let's review some of the data from 2009, as reported in the *Des Moines Register*.
1. The poverty rate for African Americans is 32.5%, as compared to 11.8% for all of Iowa.
 2. 71% of Iowa's black families have one parent living in the home; in all Iowa families, 31% are single-parent households.
 3. In 2009, the median earnings of black Iowans was \$18,622. For all Iowans, it was \$21,119.
 4. 6.4 % of Iowans five years and older speak a language other than English in their home.
(2011 – State Data Center)
- F. In addition, this module will allow us to discuss better ways to engage families and communities in support of individuals and youth in need.
- G. Finally, our core premise is that individuals and organizations must achieve cultural understanding to make the school-to-court process work better.

II. The school-to-court process touches those far beyond the individual child.

- A. The decisions made all along the decision process have long-lasting effects on the youth and on who or what else?

For each, ask the participants to explain how and why each is affected.

Decisions may be more indirectly effected, but should be part of the discussion. How and why are each of these effected?



Cue Video:
Marvin
Spencer

Allow a pause after the video ends for participants to process what they heard. You may then wish to ask if there are comments.

1. The individual student.
2. The student's immediate family and extended family.
3. The school and school district.
4. The minority community.
5. Law enforcement.
6. The Juvenile Court System.
7. The greater community or "community as a whole."

B. Other institutions or organizations will also be effected in the short or long-term. Can you think of what some of those impacts may be?

1. State and local budgets.
2. Corrections systems.
3. City, county, and school district tax bases.
4. Are there others?

C. Watch this short video that focuses on how the school-to-court decisions may affect the student and why family and community engagement are essential. You will see Marvin Spencer DMC Subcommittee Member and Corrections Staff in the Black Hawk County office.

III. Most of us understand that to effectively reach out and engage the minority community – whether it is African American, Vietnamese, Latino, African, immigrant, refugee, or any number of others – requires different approaches for different communities and in different cities.



Understanding the make-up and realities of the cultures and history of any community is essential. If you wish refer to data on poverty, demographics, and DMC see Modules 1 and 3 and Supplemental Materials.

- A. An African American community is different than an African community.
- B. A Vietnamese community is different than a Hmong or Cambodian community.
- C. A Sudanese refugee community is different than a Nigerian immigrant community.
- D. An African American community in Waterloo is different from an African American community in Sioux City or Ottumwa.
- E. An African American teenage girl is different from an African American teenage boy.
- F. These examples of the differences within communities may be apparent, but often, we make certain assumptions about each and not always recognize the distinct cultural differences.

IV. Law enforcement, school districts, the juvenile court system, and other organizations are very aware of the importance of minority community engagement.

- A. Minority community engagement allows for achieving personal, agency, and shared goals for the school-to-court process.

“Spheres of influence” are community leaders representing different interests in the community. These may include the faith and business communities, community organizations, successful artists, athletes, or educators. They are individuals who are trusted and can attract skeptics to support the initiative.

B. There are significant challenges in creating and supporting a minority community engagement initiative.

1. It takes careful planning. A nonchalant approach will not be effective.
2. Minority community engagement efforts also require management and coordination, not to mention leadership.
3. It requires support of the minority community’s spheres of influence to help shape and plan engagement that addresses the respective institutional goals and the goals of the community.
 - a. In this discussion, reducing disproportionate minority contact is the priority goal of the school-to-court process and the minority community.
 - b. A second goal as well as improving the health and well-being of the community.
 - c. Moving all individuals and organizations involved toward better understanding of each other’s respective cultures is a third goal.
4. We also know that successful community engagement requires real work. Sustained intensity and effort over time is crucial.
 - a. Engagement and lasting change are slow processes.
 - b. It is important that those involved look like the community, and it helps if they are from the community.
 - c. Involvement and respect are important.



Activity/ Discussion

- » Encourage discussion of spheres of influence in the:
- » Various minority communities
- » The non-minority community
- » The community as a whole – those all look to

There are a number of differently worded definitions of community engagement, but they are basically the same. Community and family engagement has become a best practice for organizations that may have different agendas in areas such as community planning, policy development, advocacy, and community education.

C. Let's talk briefly about spheres of influence in this community.

1. Who are some spheres of influence in the minority community?
2. With whom are they influential?

V. We have discussed the importance of family and minority community engagement. But, what is it?

A. Community engagement is defined as any process that involves the public in problem solving or decision making and uses the public to make more informed decisions.



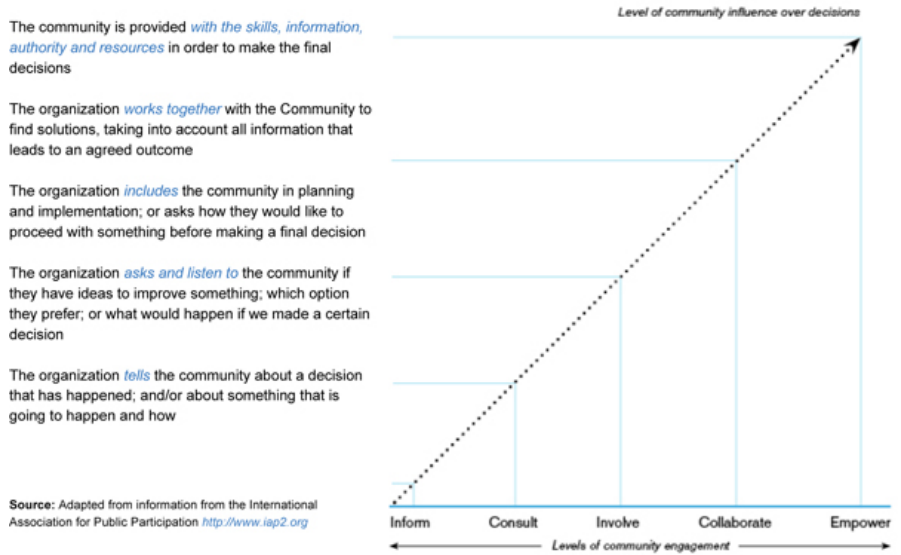
Hand out the Basic Community Engagement Model.

This demonstrates the relationship between levels of community engagement and community influence over decisions.

Participants can answer this for themselves silently; if some wish to share aloud, offer the opportunity.

- B. This includes decisions by organizations, institutions, or governing bodies that impact those who live and work in the community.
- C. Take a look at the Basic Community Engagement Model, which graphically demonstrates how engagement allows community influence.

BASIC COMMUNITY ENGAGEMENT MODEL



1. Engaging with the community is more than just providing information or consulting.
2. The more engaged people are, the more skills they need, and they acquire influence as a result.
3. Think about your own city or county and of the population as a whole and the minority population.
 - a. Where would you place your organization in this model relative to minority community engagement?
 - b. Where would you place your organization in this model relative to majority community engagement?

This also allows you to ask follow up questions to some individuals to give more focus to the discussion.



Hand out
Case Study
– *Connecting
to Your*

Community As you discuss and/or ask questions, be prepared to write some of the key points, ideas, or strategies on the chart. Note that Module 7 focuses on sustaining an engagement effort and developing a plan to do that.

VI. Let's discuss the motivation for and realities of minority community engagement as it relates to your own institution.

- A. How important is community engagement to your work? Why?
- B. How do you and your own organization engage minority families and the minority communities?
- C. What are the greatest challenges in your work in engaging the minority communities?

VII. Let's take a closer look at a hypothetical situation presented in *Connecting to Your Community*.

- A. As you read through this, think about the core issues in this case study.
- B. What is the situation?
- C. What is the best way to address the situation?
- D. What can the school do to engage the community in the short and longer-term?
- E. How could this have been done better so it wouldn't have happened at

VIII. To wrap up this session, let's summarize quickly.

- A. Engagement suggests a special sort of collaborative relationship.
 - 1. The organizations involved must fully understand the dynamics of the communities with which they are working.
 - 2. The organizations involved and the people who work in those organizations need to have a high level of cultural understanding.
 - 3. The organizations will need to adapt and develop structures and processes to make them accessible and relevant to those communities.
- B. Community engagement warns us against making assumptions about minority communities and the people who live in those communities.
 - 1. Dialogue is required.
 - 2. Development of the relationships needs to be to be the focus of attention.
 - 3. Organizations will need to legitimately engage with minority communities as well as ask the minority communities to truly engage with the organizations.



Cue Video:
Judy
Bradshaw

IX. Take a look and listen to this short video comment by Judy Bradshaw relating to the value of community engagement taken from a Polk County interview.

BASIC COMMUNITY ENGAGEMENT MODEL

The community is provided *with the skills, information, authority and resources* in order to make the final decisions

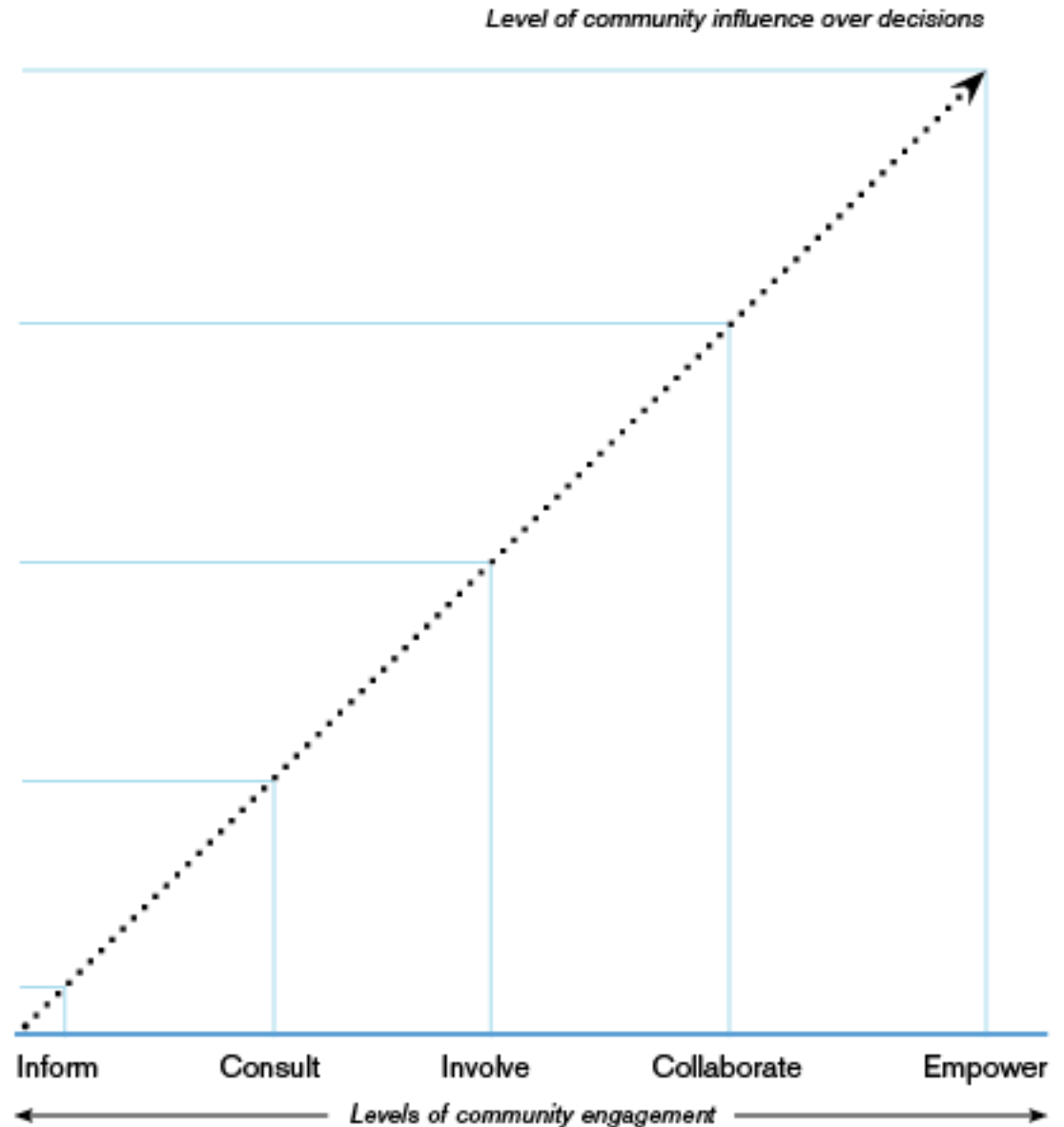
The organization *works together* with the Community to find solutions, taking into account all information that leads to an agreed outcome

The organization *includes* the community in planning and implementation; or asks how they would like to proceed with something before making a final decision

The organization *asks and listen to* the community if they have ideas to improve something; which option they prefer; or what would happen if we made a certain decision

The organization *tells* the community about a decision that has happened; and/or about something that is going to happen and how

Source: Adapted from information from the International Association for Public Participation <http://www.iap2.org>



CASE STUDY – CONNECTION TO THE COMMUNITY

Dale Larson served as a middle school principal in a middle class neighborhood for nine years. Before becoming the Brightwell Middle School Principal, he was a junior high school history teacher for seven years. He was well respected and could be counted on at school sporting, musical, and special events. Dale served two years as the President of the “Wake-up! Morning Optimist Club” and was a volunteer coach for his church’s Baby Blasters Girls Soccer Team.

In the spring, Dale was asked to apply for the Vice Principal position at the largest high school in the city. Although this would be a change for him and it was farther across town, a 12-month contract, and with much more responsibility, he was excited about the opportunity to enhance his career. He applied for the job and got it. He started his new job at Hubert Humphrey High School (HHHS) August 1st.

Larson had myriad responsibilities as Vice Principal. These included oversight responsibility with non-teaching school staff, substitute teacher scheduling, school and community relations, as well as other duties. A major responsibility involved student discipline and fostering relationships with related support services in the community. Unlike Brightwell, HHHS had a diverse student body, a number of programs for at-risk youth, and issues often typical in large urban high schools.

On the day before the Homecoming Football game, immediately after the Pep Rally, some football players and three other young men got into a loud discussion as they left the auditorium. Exiting through the doors at the same time, there was some jostling and it turned into yelling, which soon deteriorated into pushing and shoving and use of expletives between two of the students. As Mr. Larson came out into the hall, he came between the two young men and warned them about fighting. Each accused the other, and the accusations became even louder, with an audience of kids cheering them on. Robert, an African American student and a sophomore, would not back away. Lance, a senior football player stood his ground. Mr. Larson asked both of them to join him in his office. As they both walked by Mr. Larson, Robert brushed the Vice Principal and persisted in loud banter about the incident as students continued to look on.

As the two young men proceeded to the Vice Principal’s office, they both began to yell comments at each other. Upon entering the office, they both sat down, and Mr. Larson calmly asked them, “What was going on outside the auditorium?” Robert immediately interjected, “Those white jocks started this when they pushed us out of the way when we left the Pep Rally coming out.” And he continued in a more deliberate and louder tone, “It’s not right, just because they are football players don’t mean they can push people around.” Larson interjected, “Just a minute gentlemen...,” and Robert leaned forward and again interrupted and continued to proclaim his innocence and make comments about the altercation. Lance remained seated looking down at the floor of the Vice Principal’s Office.

Larson stood up and stepped around his desk in front of the two seated students and declared, “All right, I have had enough. It seems you were both in the wrong. But you, Robert, have stepped over the line, with your continuous haranguing, and the bump you gave me in the hall was more than inappropriate.” He continued as he glared at Robert, “You, my friend, will be spending some time enjoying the fall colors all day for three days. You are suspended as of right now and not permitted to attend any school Homecoming Weekend events. I will call your parents and notify them to come to the office and remove you from the building.”

Vice Principal Larson walked back behind his desk and sat down. He looked at Lance, who continued to stare at the floor. “Lance, you will not be allowed to return to classes today and will immediately report to Room 207 for the remainder of today and all day tomorrow. You will be required to make up all work in those classes and the time you missed either after school or on Saturdays. Gentlemen, if you would excuse me, I will call Robert’s parents.”

CASE STUDY – CONNECTION TO THE COMMUNITY

After calling the numbers in the student data base and sending an e-mail, Larson was unsuccessful in getting in touch with Robert's parents, and Robert was dismissed from the Vice Principal's office at the end of the school day. The Vice Principal followed district procedures and sent a letter to Robert's parents informing them of Robert's out of school suspension.

The following Monday, Vice Principal Larson received a visit from Robert's mother asking for an explanation of his out of school suspension. She left unsatisfied. Before he realized it, the African American community in the school district was up in arms about what happened to Robert. They called the local TV station and newspaper and voiced their concerns regarding unfairness and at HHHS and questioned Vice Principal Larson's competence.

Mr. Larson pointed out to the media that he followed school policy, but also understood the community's concern, and he determined the best way to address it was to meet with people in the community and allow them to air their differences. He scheduled a 5:00 pm meeting at the School Library to include the HHHS Principal and the local school district's School Board member. He sent an e-mail out to parents who lived in the zip code where most African Americans resided and invited them to come. He also sent a news release to the newspaper advising them of the meeting.

On the afternoon of the meeting, only seven people were in the room, and three were from the school district. Vice Principal Larson explained what happened during the incident, and the meeting was finished at 5:20. The three school officials went to get pizza, and the others went home.

Module Seven

SUSTAINED FOCUS TO STRENGTHEN FAMILY AND SCHOOL-TO-COURT SERVICES

Module Description

Sustaining any program, initiative, or practice over time is always a challenge, particularly in complex systems that deal with youth and families in need. Newly realized awareness and enthusiasm that may come as a result of training or shared discussion often wanes as people go back to work and into a familiar routine. The same can be said for difficulty in strengthening families and addressing family dysfunction. This module focuses on implementing individual and organizational behavior change, maintaining effective practices, and ongoing attention to DMC within and among institutions and the community.

Module 7 Competencies

- » Participants develop a common commitment to implementing strategies identified in the sessions.
- » Participants identify likely barriers and how to mitigate or overcome them in implementing strategies.
- » Participants demonstrate commitment to sustained efforts through a plan of action for reducing bias and disproportionate minority contact involving each organization and its staff.

MODULE 7

SUSTAINED FOCUS TO STRENGTHEN FAMILY AND SCHOOL-TO-COURT SERVICES



One Hour

Supplies for Module 7

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 7 PowerPoint presentation
- Easel pad with markers and tape
- Handouts:
 - Organizational and/or Minority Community Plan for Cultural Understanding and Reducing Disproportionate Minority Contact
 - Facilitator's Guide

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

I. This final session is a way to accumulate what you have learned about cultural understanding, the minority communities, the greater community, the school-to-court system, your organization, and, perhaps, yourself.

A. This session is about translating the entirety of this understanding and awareness to action plans.



Activity/ Discussion

This is an opportunity for new thinking about strategies to address disproportionality

- » Within an organization
- » Across organizations
- » With the community

B. Common commitment to the mission of change – to activate cultural understanding– will be reflected in an action plan that involves:

1. The minority communities
2. The greater community
3. Families and neighborhoods
4. Your own organization
5. The schools, law enforcement, and Juvenile Court Services involved in the school-to-court process.

C. You may already have a common plan, or individual ones. This allows you to think further about how to communicate and join together in activities toward common goals.

II. Think about this as practice for when you get back to your colleagues. For the remainder of this session you will be working in small groups to consider what an action plan for your school-to-court process or community engagement initiative might be.

A. We are talking about realistic and practical goals that could be reasonably addressed in this community.

- B. That is why it's important that the small groups reflect expertise from each of the organizations involved in the school-to-court process.
- C. This will require designation of leadership and ongoing "tending" as it moves along.
- D. It also will demonstrate your incorporation of the cultural understanding that has been the focus of this day.
- E. We understand that you are not here to make decisions on a change of direction for your organization. Rather we are asking you to use this time as self-challenge to think about long-term success in reducing disproportionate minority contact.
- F. Of course, if your organizations adopt your ideas and implement them – or incorporate them into existing initiatives – all the better.



Break the group into groups of 4 of 5 with

representatives of the schools, law enforcement, and JCS in each group, if possible. Hand out Worksheet: Organizational and/or Minority Community Plan for Cultural Understanding and Reducing Disproportionate Minority Contact.

Refer to the Facilitator's Guide for this worksheet for additional guidance as the small groups work through their planning process.

III. This worksheet will be a guide for your discussions the rest of this session.

- A. You should have about 30 minutes to work through this, which isn't a lot of time, but will allow you to create a big picture view of your plan.
- B. At the end of the time, we'll come back together as a final activity to simply hear what each group identified as their goal and how they thought to approach it.
- C. As you work through the worksheet, we'll interject some guidance as we watch the clock to help you move through all 5 steps toward your plan.

IV. Now that you have the beginnings of your plan, let's come back together to hear what each group discussed.

- A. This is a time to be advocates for the goals you developed and the approaches to long-term engagement of all communities in your greater community.

- B. It is also a time to learn from the other groups and, definitely, bring some of their ideas to bear as you think about moving forward.

V. As we draw our day to a close, we wish you success in maintaining the enthusiasm you have developed and demonstrated today.

- A. Don't be shy about bringing ideas back to your colleagues and organizational leaders.
- B. Thank you for your ongoing work to help youth in our state succeed.

ORGANIZATIONAL AND/OR MINORITY COMMUNITY PLAN FOR CULTURAL UNDERSTANDING AND REDUCING DISPROPORTIONATE MINORITY CONTACT

Step 1 – Establishing Your Goal

Questions to answer:

FACILITATOR: Point to the common mission elements developed in Module 2 to remind the group of their earlier discussion. If the group did not earlier complete this exercise, they will need to spend a few minutes in small groups identifying common goals of their organizations.

1. Go back and review the commonalities of the missions of the organizations involved in the school to court process (Module 2 exercise). Are there one or more common missions?

FACILITATOR: As you review these other initiatives outside of the school to court process but important to the community nonetheless, try to find common purposes and approaches that are similar to those of the school to court process to reduce disproportionate minority contact. Think of current and past efforts, such as the Undoing Racism work.

2. Go back and review the current initiatives and engagement activities in your community (Modules 5 and 6). How do these align with the missions of the three organizations in the school to court process?

FACILITATOR: The goal should apply to both the system and the community and involve these multiple stakeholders and organizations. The core of the goal needs to be based on cultural understanding and how to positively impact DMC.

If needed, an example of a goal is: “Our county will bring together the spheres of influence and leadership of 10 private and public sector entities to serve in an advisory community capacity to the greater community in addressing cultural competency and understanding in this community.”

3. Develop a goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process.

Step 2 – Assessing the Realistic Possibilities

Questions to Answer:

FACILITATOR: In some cases it might be difficult to create the will to make change, and this could be for a number of reasons, depending on the organization or the community. Identifying the reasons to do this – or not to – is critical for its success.

1. Does anyone in your organization or the community really want to do this? Why or why not?
2. Do people generally understand the issue so it can be addressed?
3. What has been tried successfully in the past?
4. What has been tried unsuccessfully in the past?
5. What can each organization be realistically expected to do and contribute?
 - a. Schools
 - b. Law enforcement
 - c. Juvenile Court Services

Step 3 – Reflecting Cultural Understanding

Questions to Answer:

FACILITATOR: This is a chance to place some focus on who and what is present and absent related to cultural understanding in the greater community as well as in the minority communities within that greater community.

Do the issues of cultural understanding and the spheres of influence also reflect the goal you identified? Some of this discussion may require bringing divergent thinkers together in a common focus.

1. What elements of cultural understanding have been missing in your greater community?
2. Who are the spheres of influence and leaders in the respective minority communities?
3. How does your realistic goal address these challenges in cultural understanding?

Step 4 – Success

Questions to Answer:

FACILITATOR: Success has often been talked about quantitatively – showing quarterly or annual reports with numbers reflecting increases or decreases. We have heard that you don't always have the best kinds of data to reflect the “case” you want to make. This is a chance to not only talk about what different kinds of data are needed, but also how this issue of behavior change can be reflected. Qualitative measures of change in behavior or attitude may be important to you as well.

1. How will you know you are successful in meeting your goal?
 - a. Behaviorally in organizations
 - b. Behaviorally in the community
 - c. Quantitatively
2. How is success measured or demonstrated?
3. Do you currently have the tools to show the successes listed above? What is needed?
 4. Qualitative tools
 5. Quantitative tools

FACILITATOR: As you move into the final step of this exercise, you will pull things together in a time frame. We are suggesting you look at an 18-month period, since real change and maintaining it requires a long-term approach. We have allowed a limited amount of space, and expect that you will take a big picture view of this plan; however, it is certainly one that you may take with you back to your colleagues and use it as a stepping stone for further discussion – and maybe even additional detail and implementation.

Be sure, as you think about how you might work concretely towards your goal, that you consider existing efforts and how you might leverage them for even greater impact.

Complete the Plan form and seek to include at least 1 action step in each quarter; space is allowed for 4. Place a checkmark in the column of the involved school to court agencies. List other organizations that you anticipate need to be engaged as well. Finally, note those areas in which you would hope to achieve change – success.

Step 5 – The Plan of Action

Goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process (from Step 1):

Action Step	Time Frame	Schools	Law Enf.	JCS	Other Comm. Org.	Anticipated Success
	Qtr. 1					
	Qtr.2					
	Qtr.3					
	Qtr.4					
	Qtr.5					
	Qtr.6					

ORGANIZATIONAL AND/OR MINORITY COMMUNITY PLAN FOR CULTURAL UNDERSTANDING AND REDUCING DISPROPORTIONATE MINORITY CONTACT

Step 1 – Establishing Your Goal

Questions to answer:

1. Go back and review the commonalities of the missions of the organizations involved in the school to court process (Module 2 exercise). Are there one or more common missions?
2. Go back and review the current initiatives and engagement activities in your community (Modules 5 and 6). How do these align with the missions of the three organizations in the school to court process?
3. Develop a goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process.

Step 2 – Assessing the Realistic Possibilities

Questions to Answer:

1. Does anyone in your organization or the community really want to do this? Why or why not?
2. Do people generally understand the issue so it can be addressed?

-
3. What has been tried successfully in the past?
 4. What has been tried unsuccessfully in the past?
 5. What can each organization be realistically expected to do and contribute?
 - a. Schools
 - b. Law enforcement
 - c. Juvenile Court Services

Step 3 – Reflecting Cultural Understanding

Questions to Answer:

1. What elements of cultural understanding have been missing in your greater community?
2. Who are the spheres of influence and leaders in the respective minority communities?
3. How does your realistic goal address these challenges in cultural understanding?

Step 4 – Success

Questions to Answer:

1. How will you know you are successful in meeting your goal?
 - a. Behaviorally in organizations
 - b. Behaviorally in the community
 - c. Quantitatively
2. How is success measured or demonstrated?
3. Do you currently have the tools to show the successes listed above? What is needed?
 - a. Qualitative tools
 - b. Quantitative tools

Step 5 – The Plan of Action

Goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process (from Step 1):

Action Step	Time Frame	Schools	Law Enf.	JCS	Other Comm. Org.	Anticipated Success
	Qtr. 1					
	Qtr.2					
	Qtr.3					
	Qtr.4					
	Qtr.5					
	Qtr.6					

Module Eight

THE CHALLENGES OF DISPROPORTIONATE MINORITY CONTACT IN THIS COMMUNITY

Slide Presentation and Discussion for Public Use

There is a need to expand understanding well beyond the school-to-court organizations that are addressing DMC. Module 8 provides a PowerPoint presentation that can be adapted and used for presentations to civic and community groups, neighborhood organizations, or other organizations and entities that are interested in the issue of disproportionate minority contact or in the value.

School-to-Court: Local Strategies for Cultural Understanding

Presented by Name of organization

To Name of group or organization
(listening and viewing the presentation)

Preparing for Presentation

- Adapt the introductory slide as needed.
- Include additional materials and data from your community or organization as appropriate.
- You may wish to add specific information about your organization's efforts to address DMC or to focus on cultural understanding.

Speakers and/or Presenters Comments or Remarks

- This presentation addresses the value of cultural understanding in our greater community (city, town, district).
- As _____ (*organization*) _____ that works closely with youth and families in the minority community, the cultural competency and understanding of all minorities by leadership and staff is critical if we are to be successful.
- Cultural understanding, in our role as a (*school; law enforcement agency; juvenile court services agency; or other*), we work hard to address the long-time disparities of minority youth in our school to court system.
- Today's 20 minute presentation will give you some background on the issue of disproportionate minority contact (often identified by the acronym – DMC) as well as discuss the value of cultural competency and understanding in our community (*city, town, district*).

Cultural Competency and Understanding

- *“Cultural competency is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or professionals to work effectively in cross-cultural situations.”* (Cross, Bazron, Dennis, & Ivory)

Speakers and/or Presenters Comments or Remarks

- Definitions of cultural understanding and competency may differ slightly. This particular definition was selected to give a greater focus on organizational and institutional behavior and action.
- Cultural understanding or awareness is not the same as diversity training.
- Cultural understanding is not achieved through words alone, but through knowledge and the application of that knowledge.
- The most important ingredient in cultural understanding is self-knowledge.
- An essential ingredient in cultural understanding is one's experience.

Cultural Stereotypes

- Minorities have historically been stereotyped in our country and there are basic assumptions of a particular culture.
 - “Native Americans are...”
 - “Italian Americans are...”
 - “African Americans are...”
 - “Irish Americans are...”
 - “Mexicans are...”
 - “Middle Easterners are...”
 - “White people are...”
 - “Asians are...”

Speakers and/or Presenters Comments or Remarks

- As most of us understand, we make **assumptions**, and they are most often an accumulation of our observations, experience, the stories we have heard, comments from influential people in our lives, and the media.
- Note - if each of us here would silently complete each of these sentences in this slide, one would expect the same stereotype comment from many here.
- **Assumptions** about cultures may be a matter of a person being uninformed or biased -- but that is not acceptable.
- **Assumptions** about cultures may result in cultural bias and cause a lack of cultural understanding and competency.
- *(Note: You may ask someone to complete one of these.)*

Taking Responsibility to Ensure Cultural Understanding

- Accept and respect cultural differences.
- Recognize the dynamics of cultural differences.
- Expand cultural knowledge and resources.
- Sustain individual and organizational cultural awareness behavior.
- Adopt culturally relevant service models and policies to better meet the needs of minority populations.

Speakers and/or Presenters Comments or Remarks

- These are very basic premises in assuring cultural understanding in organizations, but it is essential that these same tenets are practiced by the leadership of the greater community, as well as leaders in the minority communities.
- In every organization and institution there should be an expectation that these are included within all best practices and embedded into the organizational culture.
- Organizations such as ours, as well as others that are a part of the school to court process, recognize these as essential as we work to reduce disproportionate minority contact in our community and region.

Cultural Understanding

A Historical Perspective

- Decades – even centuries – of history are reflected in today's cultures.
 - Sioux City faced a national outcry in 1951 when Memorial Cemetery refused to bury this fallen soldier?
 - The burning of Shepard's Lumber Yard and demands made for black history courses caused racial tension in Black Hawk County to peak, resulting in a call for the National Guard. What was the year?

Speakers and/or Presenters Comments or Remarks

- This slide and the next slide attempt to emphasize some historically significant events that are important to minority cultures in four of Iowa's counties.
- *(Note: In the supplemental materials, there are a number of historical events that you may elect to use, or determine one or more that is appropriate for the occasion.)*
- History charts progress in racial equality, but it is critical for individuals and organizations to move beyond issues of diversity and equality to cultural competency and understanding. *(Note: Historical timelines are included in the supplemental materials in the Curriculum Guide.)*
- The next slide asks three more questions and provides the answers to the five questions.

A Historical Perspective

(continued)

- Iowa removed the ban on interracial marriage in 1851. In what year did the US make this the law of the land?
- 1951 marked an Iowa racial controversy when a Drake University athlete was violently assaulted on the football field? Who was that?
- Why was the Floyd of Rosedale trophy created between University of Iowa and Minnesota?

Speakers and/or Presenters Comments or Remarks

- As we move towards cultural understanding, recognize that history and traditions are deep-seeded in cultures, and while you may hear a comment such as, "They need to get over that stuff, that was a long time ago and it is time to move on," the experiences and feelings are passed down in families and communities for generations.
- The Answers to the five questions:
 - Sioux City faced a national outcry in 1951 when Memorial Cemetery refused to bury this fallen soldier? **John Rice – WW II Veteran**
 - The burning of Shepard's Lumber Yard and demands made for black history courses caused racial tension in Black Hawk County to peak, resulting in a call for the National Guard. What was the year? **1968**
 - Iowa removed the ban on interracial marriage in 1851. In what year did the US make this the law of the land? **1967**
 - 1951 marked an Iowa racial controversy when a Drake University athlete was violently assaulted during a game on the football field? Who was that? **Johnny Bright**
 - Why was the Floyd of Rosedale trophy created between University of Iowa and Minnesota? **To diffuse the racial tension between the University of Iowa and University of Minnesota that arose from rough play in the previous years.**

The School to Court Process

Why Cultural Understanding is so Important

Addressing Disproportionate Minority Contact (DMC)

- Community schools
- Juvenile court services
- Law enforcement

Work together so that minority youth are not over-represented in:

- School removals – in-school and out-of-school suspension, expulsion, and interim settings.
- Juvenile arrests and complaints
- Juvenile court services referrals

Speakers and/or Presenters Comments or Remarks

- We can see remnants of history continuing today in some of our behaviors and practices.
- Schools, law enforcement, and juvenile court services, work together to address issues of disproportionate minority contact, within the community.
- Statistics show that minority youth are over-represented in school removals, arrests, and complaints, as compared to white youth.
- While these organizations work together to address DMC, they have specific – and different – organizational missions. Communication and best practices are emphasized to limit DMC and improve educational attainment for all students.
- Over-representation impacts educational attainment by interrupting school attendance and engagement
 - In 2009, only 69 percent of African American students graduated from high school as compared to 89 percent of white students.
 - Fundamentally, students are not learning if they are not in school.
 - DMC is a focus for all three organizations and cultural understanding is essential to ensure an equitable, positive, and safe learning environment for all students.

Addressing Disproportionate Minority Contact (DMC)

Facts

- The rates of *removals*, *arrests*, and *referrals* of minority students to Juvenile Court Services are each more than *double* the proportion of minority enrollment.
- School removal data show that, statewide, minority students account for 17% of 2010 enrollment but 39% of removals.
- Disruptive behavior is the most identified reason for removal of all students.

Speakers and/or Presenters Comments or Remarks

- *(Note: School-to-Court Process: Local Strategies is “data rich,” and graphs and charts are available in Module 3 to further explain the issue of DMC. These are simple facts to point out the number of youth who are affected by DMC.)*
- There has been an ongoing effort by all three local organizations (schools, law enforcement, and juvenile court services) to work together and bring these numbers down.
- The state of Iowa, through collaborative efforts at the local level is also working to improve student achievement and reduce disproportionate minority contact in the schools to court system.
- Cultural understanding is one part of this effort.

Progress in Reducing Disproportionate Minority Contact is Measured by Data

- The improvement and success of our efforts is the bottom line and data is an indicator.
- It is important that the data collected gives a complete picture, including being broken down by gender as well as race/ethnicity
- Data are essential, but caution must be used in interpreting the data so that it provides a true picture of the community.
- Iowa is changing and the Census data provide a picture of the past and the present.

Speakers and/or Presenters Comments or Remarks

- In our organizations, we are always eager to see the data that comes out.
- *(Note: If you choose to use data slides for your county, they are included in Module 3. This Module provides a number of data categories and would allow comparisons between counties and over the years for your own county.)*
- As we address issues of DMC, we also know that Iowa is changing. The population is shifting from rural to urban areas, there is little growth in the state, and the percentage of minority population is growing.
- The next slide notes some of the changes.

Iowa Data and Trends

A Few Facts

- From 2000 to 2010, Iowa grew 4.1%, while the nation as a whole increased population by 9.7%.
- Over 60 years, Iowa grew by only 425,000 people.
- It was not until 1970 that Iowa's white population dipped below 99%.
- Iowa's current statewide white population is 93.3%.
- The percentage of whites in 4 urban cities (Des Moines, Iowa City, Sioux City, and Waterloo) range from 76.4% to 82.5%.

Speakers and/or Presenters Comments or Remarks

- These facts simply point out that in the past decade, the white population declined in Iowa. Minorities from countries and continents from around the world have become Iowans.
- Bosnians, people from the Middle East, Africans, Russians, Latinos, and Vietnamese (and many others) represent many distinct cultures.
- And in addition to Iowa's new immigrants, Iowa's African American and Native American communities also have distinct cultures that make up the fabric of the state.
- We all have a responsibility to become more culturally aware and competent.

DMC Impact on Kids

Cultural Competency and Awareness

- Short-term and long-term impacts of school removal and youth involvement in the judicial system include:
 - Loss of potential
 - Kids are labeled
 - Kids get angry, parents get angry, community gets angry
 - Court fines lead to wage garnishment
 - A criminal record serves as barrier to full employment
 - Lower educational attainment and social capital results in a loss of minority and women in positions of power and leadership in the community

Speakers and/or Presenters Comments or Remarks

- For a young person to be out of school or in the judicial system can result in tragic situations for the individual and family.
- We simply want to point out just a few of the basic impacts that come about with removal of a student from school.
- There are a number of other impacts that affect the individual's and families' economic future, the minority community, and certainly the greater community.
(Note: You may want to point out some other impacts of school removal and youth involvement in the judicial system.)
- As law enforcement, the school district, juvenile court services, and other organizations work together to reduce disproportionate minority contact, a greater understanding of the respective cultures is essential.
- As you can also understand, there is a great value for our community – and especially for community leaders – to seek out a better understanding of the cultures that make up our community.

Disproportionate Minority Confinement (DMC) – a Longtime Focus

- As early as 1991 – Iowa began to address DMC.
- An ongoing effort-
 - Iowa Criminal and Juvenile Justice Planning Agency – Division of the Department of Human Rights.
 - Local community, organizational, institutional, research, planning, etc.
 - Iowa’s law enforcement, schools, and juvenile court system.

Speakers and/or Presenters Comments or Remarks

- It is important to note that reducing minority juvenile confinement (which later was changed to “contact”) began as early as 1991 with a federally funded demonstration project that assessed the extent of minority overrepresentation of juveniles within secure settings.
- Another phase of the project followed and was designed to address and implement strategies to reduce disproportionate minority juvenile confinement. *(Note: You may wish to look in the Facilitator Guide supplemental materials for more historical information.)*
- Throughout the years, project demonstrations engaged communities and organizations at a number of levels. *(Note: You may want to note that Black Hawk, Johnson, Polk, and Woodbury have more recently continued to be the demonstration counties.)*
- Recent activities and programs in our county include: *(describe some current local initiatives)*
- So – if you are thinking – “have we made progress in the last 20 years?” The answer is _____ *(your perspective)*

With a Greater Focus on Cultural Understanding

- Many approaches to discuss and train individuals and organizations
- Our organization and others in the community work hard to support cultural understanding and implement local strategies
- The state of Iowa recently developed a School-to-Court: Local Strategies Initiative

Speakers and/or Presenters Comments or Remarks

- Cultural Understanding is not the same as Diversity Training
- The state of Iowa, in cooperation with Black Hawk, Johnson, Polk, and Woodbury Counties – their local organizations and DMC Committees – worked closely with the State DMC Subcommittee to develop a process and instrument and make it available.
- There are a lot of approaches to cultural understanding, but in order to best address where individuals and organizations fall in their own respective continuum of cultural understanding, a Cultural Competence Continuum can be used as a measure.
- The following simply points out the stages of the continuum.

Cultural Competence Continuum

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural pre-competence
- Cultural competence
- Cultural proficiency

Speakers and/or Presenters Comments or Remarks

- There is no perfect measure for cultural competency for an individual or organization.
- I am giving this as an example of how one might look at the different stages of cultural competency.
- I am going to read these definitions, and ask you to consider your own self and/or organization.
- *(Note: A thorough summary of the Cultural Competence Continuum is used as a Handout in Module 5.)*

Cultural destructiveness – is characterized by attitudes, policies, structures, and practices within a system or organization that are destructive to a cultural group.

Cultural incapacity – is the lack of capacity of systems and organizations to respond effectively to the needs, interests, and preferences of culturally and linguistically diverse groups.

Cultural blindness – is an expressed philosophy of viewing and treating people all the same.

Cultural pre-competence – is a level of awareness within systems or organizations for their strengths and areas for growth to respond effectively to culturally and linguistically diverse populations.

Cultural competence – where systems and organizations exemplify cultural competence and demonstrate an acceptance and respect for cultural differences.

Cultural proficiency – where systems and organizations hold culture in high esteem, and use cultural proficiency tenets to guide all endeavors. *(see Module 3 Handout)*

A Basic Understanding

- Community and family engagement is defined as any process that involves the public in problem solving or decision making and uses the public to make more informed decisions.
- Community engagement goes well beyond informing, consulting with, and involving the community.
- Community engagement allows the community to be empowered and have influence.

Speakers and/or Presenters Comments or Remarks

- One must have a basic understanding of minority culture to live and work in any community in this state.
- Truly engaging the minority community is critical to achieve or sustain any level of communication and success – whether it is a school to court issue, an issue of law enforcement, public policy, or any other initiative of the city, county, school district, or other institution.
- If disproportionate minority contact is to be reduced, it is essential that organizations reach out to the families and minority communities in a way to successfully engage and empower them.
- Cultural understanding of that minority community will go a long way in better communicating and engaging parents, minority leaders, and other members of the community.
- Some important suggestions in community engagement:
 - It is important for the minority community to see someone who “looks like them.”
 - It is important that it is someone who can be trusted.
 - It is important to reach into the community and convene where the people are more comfortable.
 - Traditional ways of communicating often do not work – telephones, e-mails, postal service letters. For a variety of reasons, they are not effective.
 - Work closely with key minority community leaders in the faith, business, and nonprofit community, as well as women’s groups and local elected minority officials.

1954

- This is serious!!!
- Cultural competency and understanding require individuals and organizations to make a commitment to change.
- Plan and act!
- This is not 1954.

Speakers and/or Presenters Comments or Remarks

- *Note: This is the closing slide and provides an opportunity for the presenter to expound on cultural understanding as it relates to her/him or his/her respective organization.*
- *In addition, it allows for emphasis on why this is so important to the greater community.*
- *This is not 1954!!!! (Adapt this slide as you see fit. This last line is used to make an impression on the folks who are listening to the presentation, hopefully to help them remember the presentation and some of the content.)*

MODULE 1 SUPPLEMENTAL ACTIVITY ONE

The following activity may be used to provide additional focus to the significance and value of recognizing the history and experiences of minority cultures.

Guidance for the Facilitator:

Activity: Facilitated discussion of issues regarding how history and experiences impact minority persons and minorities in Iowa and in Iowa communities.



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Cue the video shown at the conclusion of the core Module 1 session.
- » Marvin Spencer of Waterloo in Black Hawk County talks about the impact of the racial tension in 1968 brought on as a result of demands for black history courses in the schools and the burning of Shepard's Lumber Yard – which resulted in a call for the National Guard
- » Play the video – approximately 3½ minutes.
- » Allow a few moments of quiet for participants to think about Mr. Spencer's comments.
- » Ask one or more of the following questions, encouraging participants to speak from their perspective, in agreement or disagreement, in a healthy exchange of ideas.

1. Why would the African American community still view this incident as one that should be remembered by the members of the Waterloo community?

2. How would it be possible that incidents that occurred more than 40 years ago still impact African Americans' feelings and perceptions in Waterloo?

3. Why would white members of the community dismiss such feelings that happened in another generation?

4. Is there anything that may be done now to ensure a clearer understanding of the incidents and put to rest – to what level is possible – the feelings expressed felt by the community as described by Marvin Spencer?

MODULE 1 SUPPLEMENTAL ACTIVITY TWO

The following activity may be used to provide additional focus to the significance and value of recognizing the history and experiences of minority cultures.

Guidance for the Facilitator:

Activity: Facilitated discussion of issues related to the participants' self assessment.



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Ask each participant to carefully review the self assessment completed in the first part of Module 1.
- » Give them 3-4 minutes, allowing for quiet time as they review the assessment.
- » Ask the participants one or more from the following series of questions or comments.
- » This may take a bit of encouragement. Start the discussion by giving your own comments regarding any of the following questions.
- » There is no reason for participants to specifically share their assessment responses in this discussion.

1. Was there a question or query in the assessment that confused you or seemed difficult to answer? Why do you think that?
2. Did this assessment allow you to genuinely reflect on your own bias or view of minority cultures?
3. For those of you who are non-white, is this kind of assessment relevant to you? Why or Why not?
4. Would you have responded similarly five years ago? Why or why not?
5. Can training or sessions in cultural competency and understanding change how you behave?

MODULE 2 SUPPLEMENTAL ACTIVITY

For additional focus on the school to court referral process, delve deeper into the misconceptions participants have regarding decision points throughout the process. Questions to encourage additional discussion are as follows.

1. Did anything surprise you from your table discussions?
2. What is ONE thing about the school to court process that you didn't know before?
3. Will that new knowledge change your procedures?
4. Does any POLICY need to change based on your discussions today?
5. What needs additional follow-through after this training is done and people go home?

MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

This section is an optional supplement to Module 3 that reviews poverty and median income data for the state and county.

Show PowerPoint slides on poverty ratings.

A Iowa Families Below Federal Poverty Level

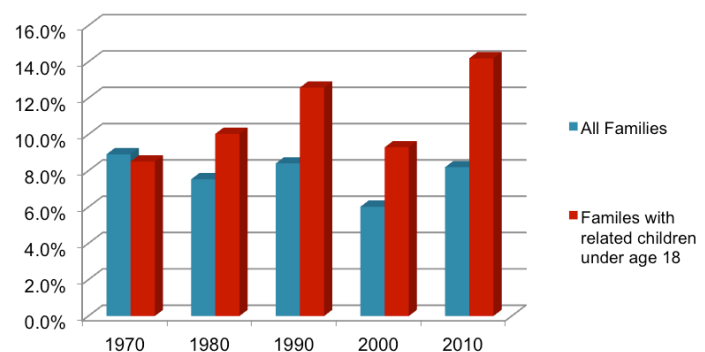
B Black Hawk County Individuals Below Federal Poverty Level

C Johnson County Individuals Below Federal Poverty Level

D Polk County Individuals Below Federal Poverty Level

1. We also know that the economic health of the state and a county or community are critical to the way people interact with one another and the systems they encounter – such as youth in schools.
 - a. Iowa's economic well-being can be shown through poverty rates.
 - i. This chart shows state level family poverty data since 1970.

Iowa Families Below Federal Poverty Level 1970 - 2010



Source: US Bureau of the Census

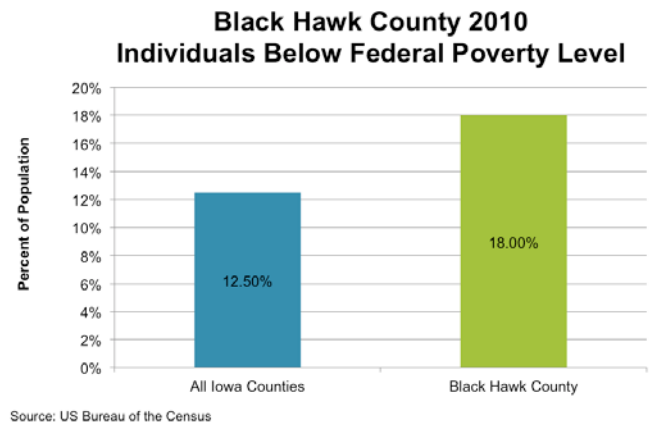
- ii. In all instances since 1970, families with related children under age 18 have had a significantly higher rate of poverty.
 - iii. In the next chart, individual poverty rates for the state as compared to the county are shown.

MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

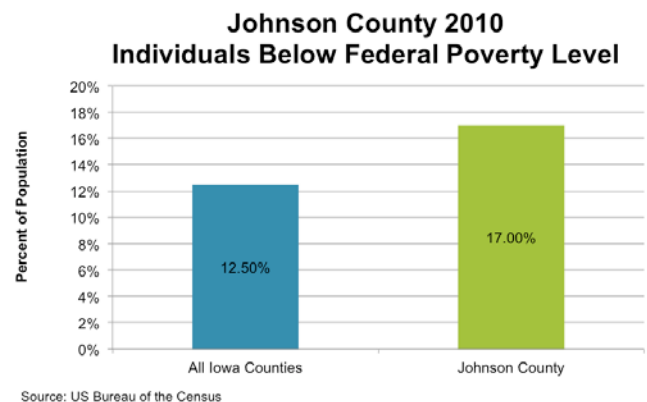
E Woodbury County Individuals Below Federal Poverty Level

Note to Facilitator:
Use only the chart
from your county

- (a) In Black Hawk County the poverty rate is 5.5 percentage points higher than that of all Iowa counties.

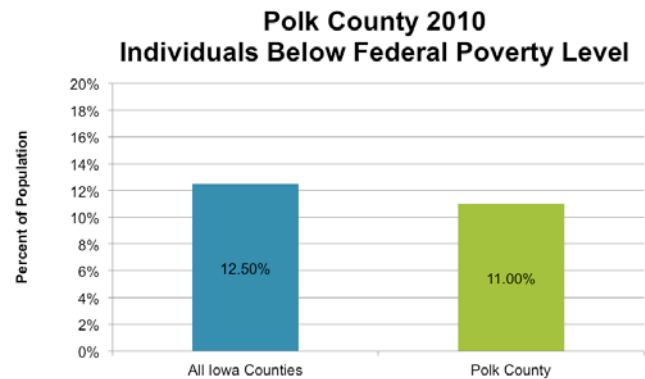


- (b) In Johnson County, the individual poverty rate is 4.5 percentage points higher than that of all Iowa counties.

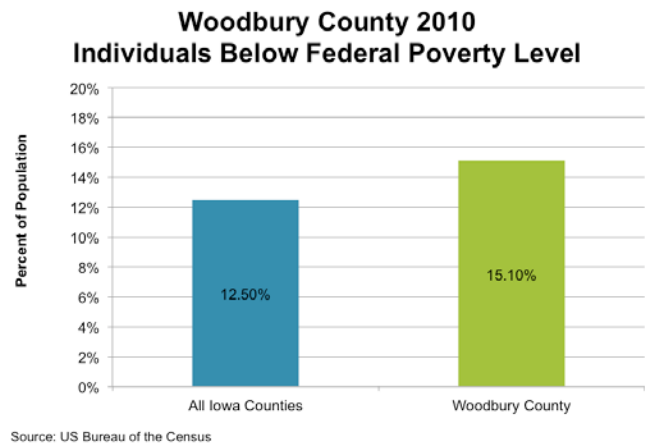


MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

- (c) In Polk County, the individual poverty rate is 1.5 percentage points lower than that of all Iowa counties.



- (d) In Woodbury County, the individual poverty rate is 2.6 percentage points higher than that of all Iowa counties.



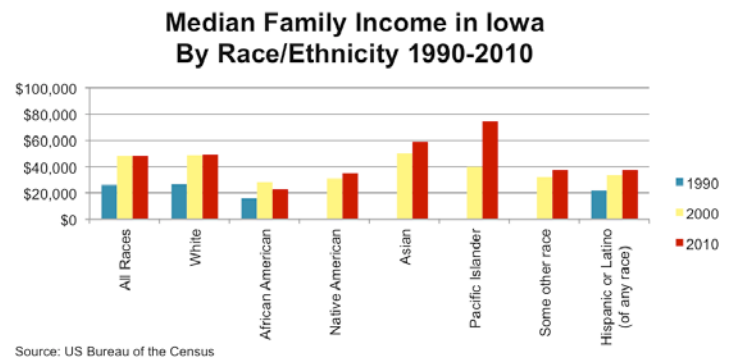
MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

Show PowerPoint slide:

F Median Family Income In Iowa

Remember that “median family income” means that half the population earns more than that and half earn less.

- b. A second indicator of economic health is income of the population.
 - i. Take a look at the chart that shows Iowa median family income by race/ethnicity that illustrates median income changes since 1990 using US Census data.



- ii. Blank columns in these charts represent missing data from the Bureau of the Census.
- iii. Statewide, median income has risen for every race and ethnic group reported except African Americans.

MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

Note to Facilitator:

Use only the chart from your county

G Median Family Income In Black Hawk County

H Median Family Income In Johnson County

I Median Family Income In Polk County

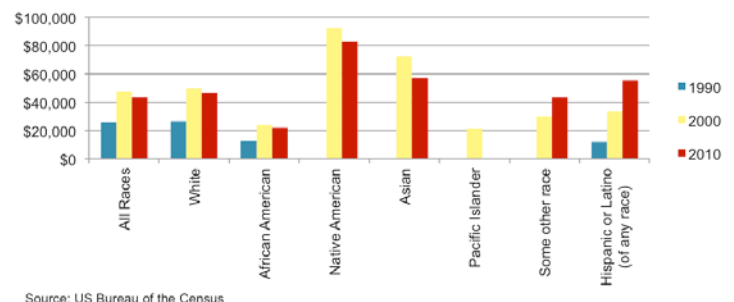
J Median Family Income In Woodbury County

At the time these data were compiled the U.S. Bureau of the Census had not yet corrected 2010 data issues.

iv. Now we will look at the same data for your county.

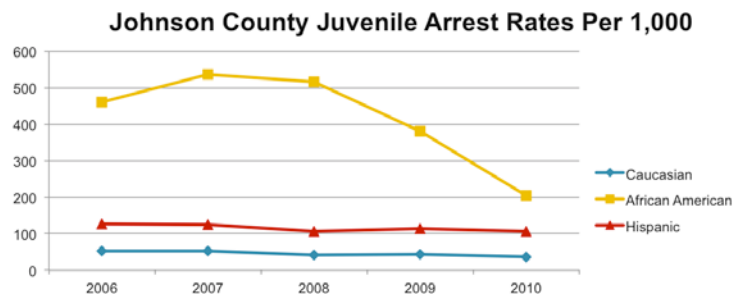
- (a) For all races/ethnicities taken together, the median family income rose significantly between 1990 and 2000, but declined slightly between 2000 and 2010.
- (b) In Black Hawk County the family median income of each reported race/ethnicity except Hispanic or “some other race” has declined between 2000 and 2010.

Median Family Income in Black Hawk County
By Race/Ethnicity 1990-2010



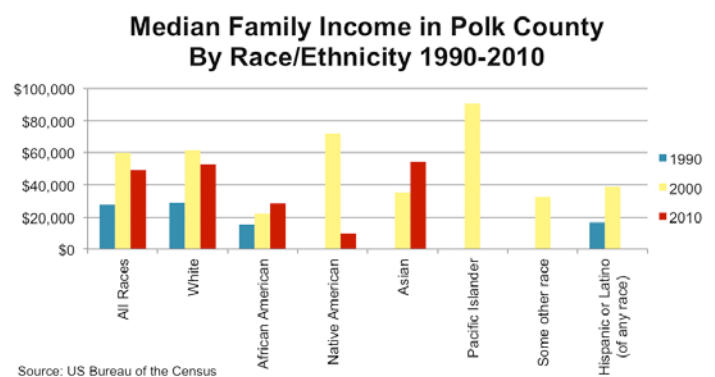
MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

- (c) In Johnson County, the median family income of each reported race/ethnicity except Asian, Hispanic, or “some other race” has declined between 2000 and 2010.



Source: Iowa Department of Public Safety, Uniform Crime Reports

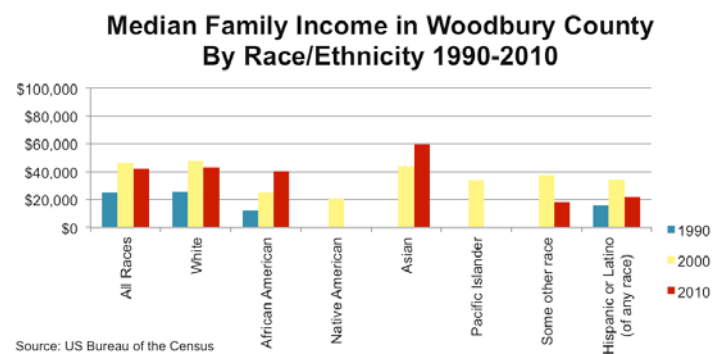
- (d) In Polk County, the median family income data seem to be incomplete in some elements. Available data show median family income for all races falling between 2000 and 2010. Median family income rose, however, for African Americans and Asians, while declining for whites and native Americans.



Source: US Bureau of the Census

MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

- (e) In Woodbury County the median family income for all races fell between 2000 and 2010. Data for each reported race/ethnicity show increases in median family income for African Americans and Asians, with all others declining.



Add to notes on the flip chart if there are new ideas.

2. What relevance do these types of data have in your work, particularly as it relates to cultural understanding and reducing disproportionality?
 - a. How do you use these kinds of data?
 - b. Keep this in mind as we continue and we'll circle back to this in a few minutes.

MODULE 3 OPTIONAL POVERTY AND INCOME SECTION

Skiba's presentation was included as part of the Annual DMC Resource Center Conference. See the Resource Center website for more details on his presentation.

- A. Data on disproportionate minority contact are reviewed regularly by those working in the field as well as other interested parties – such as policy makers and the public.
 - 1. Debates continue on the causes of DMC, and both quantitative and qualitative are useful in looking at this issue.
 - 2. In a September 27, 2011, presentation in Des Moines, Russ Skiba from the Equity Project at Indiana University provided a summary of his research where he found:
 - a. Poverty is not the primary driver of DMC
 - b. Differences in behavior is not an issue of significance
 - c. School climate is a significant issue

MODULE 3 SUPPLEMENTAL ACTIVITY ONE

The following activity may be used to provide additional focus in understanding juvenile recidivism and effective interventions.

Guidance for the Facilitator:

Activity: Discussion of the data on juvenile recidivism and of approaches to reducing the number of repeat offenders.



Time required:

15 – 30 minutes, depending upon depth of conversation and time available.

- » Cue the video shown at the conclusion of the core Module 3 session.
- » Marilyn Lantz from Polk County Juvenile Court Services provides a brief overview of statewide juvenile recidivism data.
- » Play the video – approximately 2¾ minutes.
- » Allow a few moments of quiet for participants to think about Lantz’s comments.
- » Ask one or more of the following questions, encouraging participants to add their experience and ideas to address the issues related to re-offense.

1. If, statewide, 90% of the youth who encounter the juvenile court system grow up to be “just fine” and fit well into society, what’s the big concern about DMC and only 10% that are consistently repeat offenders?
2. It seems interventions for all youth who enter the system are appropriate. Something over 60% never offend again; do they need supports or programs to keep them out of the system again?
3. For the chronic offenders, those who keep coming back with re-offenses, how do you find something that may have a positive impact with these youth?
4. What types of data could better inform development of effective interventions? Do you have access to those data?

MODULE 3 SUPPLEMENTAL ACTIVITY TWO

The following activity may be used to provide additional focus on demographic data to help in understanding the context of DMC.

Guidance for the Facilitator:

Activity: Review demographic data from Module 3 and discuss the value of these data to DMC strategies.



Time required:

30 – 45 minutes, depending upon depth of conversation and time available.

- » Provide Iowa and the appropriate county demographic data from the handouts from Module 3, including:
 - Iowa Population Trends
 - County Population Trends
 - Iowa Minority Population
 - Iowa Hispanic and African American Populations
 - County Minority Population
 - County Hispanic and African American Populations
 - Iowa Families Below Federal Poverty Level (optional section)
 - County 2010 Individuals Below Federal Poverty Level (optional section)
 - Median Family Income in Iowa by Race/Ethnicity 1990-2010 (optional section)
 - Median Family Income by County by Race/Ethnicity 1990-2010 (optional section)
- » Facilitate a discussion of the data and its meaning, particularly how it might relate to DMC, if it does.

1. Take a look at each of the charts and discuss how the data are related to the economic, cultural, and social events of the times.
 - a. Consider how statewide data compare with those of your county.
 - b. How does that comparison add depth or value to the “story” of your community.
2. Discuss how the demographics and changes in the demographics in your county or city may have had an impact on disproportionate minority contact over the years – and even before it had its own acronym.
 - a. For example, Iowa’s population has remained fairly steady for at least 60 years. Yet, since 1970, the rate of growth in minority populations has outpaced that of the white population. Does this impact DMC as an issue?
3. By looking at the data, can you begin to frame an expectation of the future? How does DMC fit into your view?

MODULE 3 SUPPLEMENTAL ACTIVITY THREE

The following activity may be used to provide additional focus to the adequacy of the volumes of data available on juvenile and school to court DMC issues.

Guidance for the Facilitator:

Activity: Connecting data on juvenile and school to court issues with disproportionate minority contact.



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Provide Iowa and the appropriate county juvenile and school to court data from the handouts from Module 3, including:
 - State of Iowa 2010 – 2011 Enrollment and Removals
 - State Youth Population Compared to Referrals and Arrests
 - State Removal by Race/Ethnicity and Gender
 - City Removals by Race/Ethnicity and Gender
 - Statewide Juvenile Arrest Rates per 1,000
 - County Juvenile Arrest Rates per 1,000
 - Top 10 Arresting Offenses – Statewide, Females by Race
 - Top 10 Arresting Offenses – Statewide, Males by Race
 - Top 10 Arresting Offenses – County, Females by Race
 - Top 10 Arresting Offenses – County, Males by Race
 - County Percent of Juvenile Court Services Complaints by Race 2007-2010
 - State of Iowa - Juvenile Offense Level 2010
 - State of Iowa - Juvenile Offense Level by Gender 2010
 - County - Juvenile Offense Level 2010
 - County - Juvenile Offense Level by Gender 2010
 - County Subsequent Juvenile Complaints
 - » Facilitate a discussion of what data show, particularly relating to DMC in the school to court process.
-
1. What statistics or relationships seen in the data cause you to be encouraged or cause you to be discouraged in the challenge to reduce DMC?
 2. Which data do they find most useful and why?
 3. Ask participants to review the data they might expect to illustrate a connection between the data and disproportionate minority contact.
 - a. Explain the connection and how they reached that conclusion.
 - b. Are they sure their conclusions are valid?

MODULE 3 SUPPLEMENTAL ACTIVITY THREE

4. What do the data contribute to cultural understanding and cultural competence?
5. What qualitative data might contribute to cultural understanding and cultural competence?
6. In the best of worlds, what data would organizations working in the school to court process have to support reducing DMC?
 - a. What would organizations do with those data; how would they use them?
 - b. How could the minority community and the greater community support these efforts?

MODULE 4 SUPPLEMENTAL ACTIVITY

I. What is it like to be an “other” among the dominant culture?

- A. In order to accurately observe behaviors in an objective manner, we must be aware of our own cultural frame of reference.
1. For many of us in the dominate culture, this may be hard.
 2. The concept of white privilege is an important one because it highlights what we are able to take for granted every day.
 3. The concept of white privilege must also be layered with that of male privilege in order to clarify varied experiences of females and males.
 4. When talking about white privilege or the privilege of those visibly a part of the dominant culture, we must invert the examples and consider the circumstances of those without the privilege.
- B. Let's talk about white privilege and reflect on our feelings and on how this can be interpreted for minority youth.
1. This can help explain why minority adolescents have additional challenges beyond cross-cultural issues of this age group, including puberty, expectations of maturity, peer groups, etc.
 2. I'm going to give you a few examples from a lengthy list compiled by Peggy McIntosh in her paper "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies."
 3. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
 4. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
 5. I can swear or dress in second hand clothes without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
 6. I can do well in a challenging situation without being called a credit to my race.
 7. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
 8. I can worry about racism without being seen as self-interested or self-seeking.
 9. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
 10. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
- C. Do you think this accurately describes what it means to be white in the United States?
- D. When considering the experiences of minority youth, how might these characteristics of white privilege impact them? How might adolescence intensify these impacts?
- E. Is this an adequate explanation for some behaviors of some minority youth?
- F. Now what about families and minority communities. How does white privilege impact the families you engage with?

MODULE 4 SUPPLEMENTAL ACTIVITY

II. What are other factors that contribute to certain behaviors?

- A. Pretend you have a toothache. A really bad one. So bad you can't even think. You just want to stay home. You can't talk or eat.
 - 1. How might your coworkers view your behavior if you went to work with a bad toothache?
 - 2. How would you react if someone was pressuring you to get a project done while your tooth was hurting so badly?
- B. Now let's pretend we are all really, really hungry. The lunch you get today is the only meal you will get all day, and it's a Friday so you know you won't eat all weekend.
 - 1. What kind of behavior would someone observe from us?
 - 2. How would you feel this afternoon if you just happened to miss lunch today? How might you behave?
- C. Now let's pretend you didn't get enough sleep last night because your partner, spouse, or children were loud all night.
 - 1. How would you feel today?
 - 2. What if someone was getting angry with you? How would you react?

III. Let's look at the handout "What is With These Kids?"

- A. This is the document that goes into more detail about life skill deficiencies and how health can impact behaviors in school.
 - 1. First let's look at life skill deficiencies. Take a few moments to look over the list on pages 1 and 2. What are some that jump out at you? Do you have any examples of how you've seen students exhibit this behavior?
 - 2. Now let's look at how health issues can impact behavior. Page 4 lists a few examples of health issues that may impact behavior. Have you experienced any of these issues with the students you serve?
- B. Think back to the DIE method of observation. How might you use this information when using that method?

MODULE 5 SUPPLEMENTAL ACTIVITY ONE

The following activity may be used to provide additional focus to the areas of current local initiatives.

Guidance for the Facilitator:

Activity: Facilitated discussion of issues surrounding a child's path toward the juvenile system.



Time required:

15 – 45 minutes, depending upon depth of conversation and time available.

- » Cue the video shown at the conclusion of the core Module 1 session.
- » LaTasha Massey of Johnson County Social Services talks about DMC and her perceptions of what it means in the life of a child.
- » Play the video – approximately 2½ minutes.
- » Allow a few moments of quiet for participants to think about Massey's comments.
- » Ask one or more of the following questions, encouraging participants to speak from their perspective, in agreement or disagreement, in a healthy exchange of ideas.

1. How is DMC perceived or understood by the greater community? How is it perceived by the various minority communities?
2. What are those points about DMC that need to be understood, and by whom?
3. Talk about the vulnerabilities of children and youth that result in negative impacts. What are the contributing factors?
4. Massey refers to a child becoming a target, maybe simply because of clothing, and that results in the child developing negative feelings and perceptions of the police. How can perpetuation of such "vicious circle" behaviors be stopped?
5. What must occur in this community to create the necessary understanding of DMC, and which existing initiatives or individuals must be part of that effort?

MODULE 5 SUPPLEMENTAL ACTIVITY TWO

The following activity may be used to provide additional understanding of the Cultural Competence Continuum.

Guidance for the Facilitator:

Activity: Facilitated discussion of the elements of the Cultural Competency Continuum.



Time required:

45 – 60 minutes, depending upon depth of conversation and time available.

- » Provide the Cultural Competence Continuum handout from Module 5.
- » Allow participants time to read the handout before beginning the discussion.
- » Facilitate a discussion to engage participants in understanding this continuum, asking one or more of the following questions.

1. What are some similarities and differences in cultural competence for organizations as described here and cultural competence for individuals?
2. For each of the six stages of the continuum, talk about what that stage means and give some theoretical or real examples of what you think it means.
 - a. Cultural destructiveness
 - b. Cultural incapacity
 - c. Cultural blindness
 - d. Cultural pre-competence
 - e. Cultural competency
 - f. Cultural proficiency
3. How could an organization use this continuum in their own efforts to improve cultural awareness and competence?
4. What does the Cultural Competency Continuum require from individuals?

MODULE 5 SUPPLEMENTAL ACTIVITY THREE

The following activity may be used to examine and share, if willing, the stage of cultural competence of participants' organizations.

Guidance for the Facilitator:

Activity: Facilitated discussion of participants' estimate of their own organization's cultural competence using the stages of the continuum. If time allows and participants are willing, also estimate cultural competence of the greater community and of the minority community or communities



Time required:

45 – 90 minutes, depending upon depth of conversation and time available.

- » Provide the Cultural Competence Continuum handout from Module 5.
- » This activity will be more successful if the group has completed Module 5 and the Module 5 Supplemental Activity 2. Discussion during this activity requires a fairly high level of mutual respect and trust among participants in order for participants to be honest in their assessments. This may be an activity that is best completed in pairs or small groups, allowing individuals from the same organization to work together.
- » Provide blank paper for those who need it to track their thoughts.
- » Allow participants time to read the handout before beginning the discussion if they have not already done so.
- » Facilitate a discussion to engage participants in applying their understanding this continuum to their own organization.
- » When finished, encourage participants to share their understanding and assessment with the appropriate colleagues in their organization or agency.

1. Review the six stages of the continuum quickly, allowing no more than 15 minutes, to ensure participants are working from a common understanding.
 - a. Cultural destructiveness
 - b. Cultural incapacity
 - c. Cultural blindness
 - d. Cultural pre-competence
 - e. Cultural competency
 - f. Cultural proficiency

MODULE 5 SUPPLEMENTAL ACTIVITY THREE

2. Individually or in small groups, assess the stage of cultural competence for the organization, using the characteristics outlined in the Continuum. Note that no organization will arrive at proficiency and be able to stop working on it.
 - a. Justify the selection.
 - b. Justify why the other stages were not selected.
 - c. Has there been a history of focus on cultural competence, with progress to show for it?
 - d. Suggest steps that may be taken to make progress toward the next stage of cultural competence.
 - e. Identify individual responsibilities related to the current stage and the steps that may help move the organization to the next stage.
3. Allow time for participants to “report back” to the level they are comfortable in doing so.
 - a. Was it easy to assess and select a stage of cultural competence? Why or why not?
 - b. What were some of the defining points in your selection?
 - c. Does your organization have existing goals toward improving cultural competence; what are they?
 - d. How might this activity contribute to your organization’s progression through the stages of the Cultural Competence Continuum?
4. Now, repeat this process for the greater community.

Finally, repeat this process for the minority community or communities in your area.

MODULE 6 SUPPLEMENTAL ACTIVITY ONE

The following activity may be used to examine and share, if willing, the stage of cultural competence of participants' organizations.

Guidance for the Facilitator:

Activity: Facilitated discussion regarding the City of Des Moines' model for linking with the African American community and other models for engagement



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Cue the video shown at the conclusion of the core Module 6 session.
- » Police Chief Judy Bradshaw talks about the success of the Des Moines Police Department's Ambassador program.
- » Play the video – approximately 2 minutes.
- » Ask one or more of the following questions, encouraging participants to speak from their perspective, in agreement or disagreement, in a healthy exchange of ideas.

1. Is there a difference between a program such as the Ambassadors and community and family engagement with the minority community?

2. Why do you think the start-up of this program was successful?

3. Are there particular reasons that people participate in the Ambassadors program?

4. What might you do differently or how would you expand this effort? Why?

5. If you were charged with the development of a collaborative minority community engagement initiative, to include the city/county law enforcement, juvenile court services, and the school district, how would you go about it?

MODULE 6 SUPPLEMENTAL ACTIVITY TWO

The following activity may be used to discuss a school disruption issue and the subsequent community outreach efforts.

Guidance for the Facilitator:

Activity: Facilitated discussion of issues surrounding a student's dismissal from high school.



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Refer participants to the Case Study – Connecting to the Community - included in Module 6.
- » Give the participants enough time to read through and think about the Case Study.
- » There are two key elements for discussion in this case study.
 - The consideration and decisions made by Vice Principal Dale Larson.
 - The school's response to the family and community as a result of Larson's decisions.
- » Ask one or more of the following questions, encouraging participants to speak from their perspective, in agreement or disagreement, in a healthy exchange of ideas.
- » Note that that the Case Study reflects a variety of issues.

1. Consider Mr. Larson and his role as Vice Principal. How could he have been better prepared to work in his new position at the high school?
2. Discuss the incident in the hall.
 - a. What happened to escalate this situation?
 - b. Did Larson's decisions in the hall demonstrate an appropriate way to alleviate the situation?
 - c. What exacerbated the incident for Robert?
3. Consider the scene in the Vice Principal's office. Were there indicators that might have lead to the decisions Larson made? What were Vice Principal Larson's decisions? Why did he do what he did?

MODULE 6 SUPPLEMENTAL ACTIVITY TWO

4. How do you think he determined why he made these particular decisions? Were the decisions fair for both students?
5. As a result of the Vice Principal's decisions, how were each of these students affected?
6. If you were in Mr. Larson's position and had to address this disruptive behavior, what would you have done at the time?
7. Did the Vice Principal do what was required in contacting the family?
8. Could Mr. Larson and the school administration have handled the community outreach and meeting differently?
9. What would you have done to address the concerns of the family and community?
10. Would Hubert Horatio Humphrey, the school's namesake, be disappointed?

MODULE 7 SUPPLEMENTAL ACTIVITY

The following activity may be used to provide additional planning to sustain the engagement of the minority community and family regarding school to court services.

Guidance for the Facilitator:

Activity: Expanding activities and developing a plan of action for community engagement that will help ensure an intensity of continued effort.



Time required:

45 – 60 minutes, minutes, depending upon depth of conversation and time available. One should expect that considerable time should be spent to create a useful plan document.

Copy and/or expand the template provided in Module 7 as a worksheet for each participant.

- » This is a planning session that builds upon the “practice exercise” you began with the template in Module 7.
- » Continue this planning exercise with staff and leadership of your own organization and delineate specific activities that will move the organization forward in engaging minority families and community members.
- » Organize a planning session in cooperation with the other entities who are working on school to court issues. Build an integrated plan with achievable timelines and measurable outcomes.
- » Identify current policies and best practices that have fallen by the wayside or need to be brought forward once again.
- » Examine what new organizational policies and practices should be considered in the development of the plan.
- » Create an 18-month Plan Document

HISTORY OF IOWA

1804: Members of the Sauk tribe, who were not leaders and not authorized to do so, signed over tribal lands to the U.S. government. The treaty should have had no legal standing, but the United States government later based land claims on it. The land became the state of Iowa. This was also the beginning of the U.S. government's mistake in referring to the "Sac and Fox" as one tribe, even though the Sauk were a distinct tribe and the other tribe is properly called Mesquakie, not Fox. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1800&timeChunkEnd=1809

1804: Captain Meriwether Lewis and Lieutenant William Clark crossed Iowa during their exploration of the Louisiana Territory. Going up the Missouri River in 1804, the party camped on the "Iowa" side of the river several times. They held a council with the Indians on the west side of the river, providing the source of the name for the city of Council Bluffs. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1800&timeChunkEnd=1809

1824: 119,000 acres in what would become Lee County was given to children of racially-mixed parentage when the "Sac and Fox" tribe agreed to the treaty known as the "Half Breed Tract." Guardians of the children were allowed to move into the area as well, and many white settlers took advantage of the situation. A United States Supreme Court decision in 1850 held that the legal claims to land rested with the descendants of the children of racially-mixed parentage. Ibid

1830: A 40-mile wide strip of land that ran from the northeast corner of the state down in a southwest direction became an area known as the "Neutral Ground". The government set this land aside for Indians to hunt and fish without any restrictions. Ibid

1830: By this time, the government had relocated a number of tribes within the future Iowa boundaries. The Sioux were assigned to an area around the Upper Iowa River. The Sauk and Mesquakie were placed south of the Upper Iowa River. The Winnebago were stuck along the Upper Iowa River. The government purchased land from the Indian tribes with promises of relocation, protection and payment of tribal debts. After the land was purchased from the Indians, it was surveyed and divided, then sold. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000120

1836: The Sauk and Mesquakie were allowed to keep 400 square miles of land along the Iowa River, near what is now Louisa County, known as the "Keokuk Reserve," after the chief at the time. This moved the tribes further into the center of the state and allowed more European settlement along the river. Ibid

1837: Sac and Fox give 1,250,000 more acres to the government. Ibid

1839: "The Case of Ralph" was decided by the Territorial Supreme Court allowing a slave residing in Iowa to retain his freedom. "No man in this territory can be reduced to slavery" proclaimed the court. "In 1834, a Missouri resident named Montgomery entered into a written agreement with his slave Ralph. The agreement allowed Ralph to reside in the Iowa territory to earn money to purchase his freedom for \$550 plus interest. Ralph went to Dubuque where he found a job working in the lead mines. He failed to pay this amount and after five years had passed Montgomery sent bounty hunters to abduct Ralph and return him to Missouri. Ralph was brought before the district court by a writ of habeas corpus, and the proceedings were transferred to the Iowa Supreme Court, which agreed to hear the case." "The Case of Ralph" decision was overturned by the United States Supreme Court Dred Scott v. Sanford decision in 1857. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1839: Territorial Legislature passes the “Act to Regulate Black and Mulattoes,” requiring would-be residents to provide a certificate of freedom as well as a bond of \$500 before being able to settle. Other laws passed prohibited African Americans from voting, serving in the militia, attending common schools, being a witness in a court case, or serving on a jury. (*Outside In*, 61-62)

1840: Territorial Legislature passes a law declaring interracial marriage illegal. (*Outside In*, 62)

1840s: African Americans move to Iowa to work in the Dubuque lead mines. Also, in the river towns of Burlington, Davenport, Keokuk and Sioux City, they worked as deckhands on ships that traveled on the Mississippi and Missouri Rivers. <http://www.iptv.org/iowapathways>

1842: Poverty and debt within the Sauk and Mesquakie force the two tribes to make another treaty where all their lands in central Iowa were ceded to the government. The Indians agreed to leave the area within three years. The whole arrangement cost the federal government 11 cents an acre. <http://www.iptv.org/iowapathways>

1842: Relief of the Poor Act passed which forbid African Americans from gaining legal settlement in Iowa, meaning they did not qualify for public assistance. (*Outside In*, 62)

1846: State of Iowa Admitted is to United States. The first governor, Ansel Briggs was elected in October, before Iowa had even been admitted into the union. The General Assembly also met in November, before the state was officially admitted on December 28, 1846. <http://www.iptv.org/iowapathways>

1847: State Seal was created: “Our liberties we prize, and our rights we will maintain.” <http://www.iptv.org/iowajournal/story.cfm/519>

1851: Iowa legislature passes the Exclusionary law stating that no free African American may be allowed to settle in Iowa. Although this law passed both the House and Senate, it does not appear that it was ever enforced, as the population of African Americans in Iowa continued to grow. In 1863, the law was officially repealed, after a free man Webb, who was arrested for refusing to leave the state, filed a petition for a writ of habeas corpus. Judge John Gray tried the case and ruled the exclusionary law unconstitutional. A year later, the ruling went into effect, also removing the word “white” from the section of legislature on legal settlement, now allowing African American residents the opportunity to receive public assistance. (*Outside In*, 67-70)

1851: Iowa General Assembly removed the ban on interracial marriage. It was not until 1967 that the US made this a law. <http://www.iptv.org/iowajournal/story.cfm/519>

1850: First census conducted with Iowa as a state reported there were 333 “free colored” residents in the state, compared to the 191,881 “white” residents. (*Outside In*, 23)

1856: Iowa legislature repealed the exclusion of African American’s testimony because too many crimes were going unpunished due to lack of witnesses. (*Outside In*, 69)

1856: The General Assembly passed an act permitting the Native American Indians still in the state to remain, particularly in Tama County. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1857: Iowa’s Constitution goes into effect. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1859: John Brown, a key member of the Underground Railroad, and his group of fugitive slaves welcomed into Josiah B. Grinnell's home, where they successfully planned the route for getting the fugitives from Iowa to Chicago. The event became highly publicized when the train was stopped and searched, although the fugitives were never found and made it into Chicago safely. This is the most famous example of Iowa in the Underground Railroad, although the state most likely did not play that large a part in the Railroad overall. (*Outside In*, 56)

1862: Native American tribes have given up all the land in what is now Iowa. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000120

1863: While the entire population of African Americans in Iowa totaled around 1500, 700 of them volunteered for service in the 1st Iowa Volunteers of African Descent, 60th Regiment. (*Outside In*, 92)

1868: Iowa became the first state outside New England to grant African American men the right to vote. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000250

1868: On September 12, 1867, 12-year-old Susan Clark was denied admission to Muscatine's Second Ward Common School Number 2 because she was African American. Her father, Alexander Clark, brought a lawsuit to allow admission of his daughter to the public school. In 1868, the Iowa Supreme Court held that "separate" was not "equal" and ordered Susan Clark be admitted to the public school. This began the integration of Iowa's schools 96 years before the federal court decision, *Brown v. the Board of Education in Topeka*, did the same thing on a national scale. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1870: The words "white male" were removed by the Iowa legislature concerning the qualifications to practice law. This allowed Alexander Clark to further encourage his children's education, with his son, Alexander Clark, Jr. becoming the first black graduate of the College of Law at the University of Iowa. Alexander Clark, Sr. was the second. (*Outside In*, 73)

1873: The coal mining town of Buxton was established by Ben Buxton, where citizens, black and white, lived in a fully integrated society, which was rare not only in Iowa, but throughout the US. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1870&timeChunkEnd=1879

During the peak of Buxton's mining years, African Americans had the opportunity to work as doctors, dentists, lawyers, mine engineers, principals, ect, as well as the typical jobs of the time. By 1925 the town was largely abandoned after the Consolidation Coal Company closed down the mine. Moving to other towns in Iowa and the US proved to be very shocking to many of the African Americans, who had never witnessed the kind of discrimination they found outside of Buxton. (*Outside In*, 4, 20)

1873: The Iowa Supreme Court rules on *Coger v. Northwestern Union Packet Co.* Emma Coger, a mixed-race woman, was forcibly removed from a steamboat dining cabin reserved for whites. The Court referred to the Civil Rights Act of 1866 and the Fourteenth Amendment, but ultimately based its conclusion on Article I, § 1 of the Iowa Constitution. The Supreme Court proclaimed, "The principle of equality is announced and secured by the very first words of our State constitution which relate to the rights of the people, in language most comprehensive, and incapable of misconstruction, namely: 'All men are, by nature, free and equal.'" <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1874: A.H. Watkins becomes the first African American allowed to practice law in Iowa. (*Outside In*, 271)

1880: Constitutional amendment removing the phrase "free white" as a qualification to be elected to the legislature was passed, meaning that constitutional discrimination against African Americans was over. (*Outside In*, 72)

1884: The Iowa Civil Rights Act was passed by the legislature, outlawing discrimination in barbershops, theatres, hotels and public transportation. This law was largely ignored. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000250

1890: George Washington Carver walked from Highland, Kansas to Indianola, Iowa, where he was admitted to Simpson College. A year later he transferred to the Iowa State College of Agricultural and Mechanical Arts in Ames. Carver remained at Iowa State for five years—the school's only African American student. He went on to become the first African American to earn a master's degree, the first black faculty member, was an active participant in debating and agricultural societies, the Young Men's Christian Association and the National Guard, and the first trainer for the football team. He planned on staying at Iowa State to get his doctorate, but left for Alabama after receiving a letter from Booker T. Washington, requesting his presence at his industrial and training institute for African American students in Tuskegee. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000059

1890: Millie London becomes the first African American to graduate from the University of Iowa School of Education. For more than 20 years she taught in the mining towns of Buxton and Haydock, and is remembered for her passion and dedication to education for all children. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000247

1892: A law was passed declaring discrimination in restaurants illegal. This law was also largely ignored until the Iowa Civil Rights Commission was organized. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000250

1894: The Iowa Bystander began publication and became known as one of the leading African American newspapers in the Midwest. Based in Des Moines, it influenced people across Iowa and is still published today. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1890&timeChunkEnd=1899

1895: Carleton Holbrook became the first African American varsity collegiate athlete in Iowa. While at the University of Iowa he played football and ran track and field. The University of Iowa was also Iowa's first college team to play against a team with an African American member when they faced Nebraska in 1892. (*Outside In*, 478)

1902: The Iowa State Federation of Colored Women's Clubs established to offer a place for women to come for ideas on how to improve their homes and social lives. The name was later changed to Iowa Association of Colored Women's Clubs (IACWC) and their interests expanded to include civil rights issues and the welfare of children. (*Outside In*, 368)

1903: Laurence C. Jones of Marshalltown became the first African American to graduate from high school. With the financial assistance of some local white families, he was able to attend the University of Iowa, going on to fund a school in Mississippi, Pine Woods Country Life Academy. His success was based on his ability to win the support of influential whites such as lumber magnate William Finkbine of Des Moines and wife of the founder of Maytag washing machine company, Dena Maytag. (*Outside In*, 143)

1904: George E Taylor of Oskaloosa becomes the first African American to run for the office of President as the National Party candidate. (*Outside In*, 345)

1905: Beginning of the Niagra Movement, co-founded by an attorney from Buxton, Iowa, George H. Woodson. The Niagra Movement would become the National Association for the Advancement of Colored People (NAACP). <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1915: NAACP Iowa chapter is organized in Des Moines, with S. Joe Brown as its first president, serving until 1917. S. Joe Brown practiced law in Des Moines for 48 years, after working as a custodian in a University of Iowa fraternity house while working for his degree. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000246

1916: The movie Birth of a Nation, which portrays the Ku Klux Klan organizing to defend white people against African Americans, was shown in Des Moines. The National Association for the Advancement of Colored People (NAACP) protested vehemently against the showing. Although in previous years there was not much activity from the Klan, once WWI started, the movement began again and gained popularity in Davenport, Sioux City, Waterloo, Ottumwa and Des Moines, among other places. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000303

1917: Fort Des Moines and Camp Dodge were used as training centers for African American officer candidates because the government wanted a training facility that was isolated, as they believed that the African American troops would fail. The 1,250 candidates at Fort Des Moines made up the 17th Provisional Training Regiment. After training, the officers were scattered across the country, but were reunited in 1918 when they were sent to France as the 3rd Battalion, 92nd Division of the American Expeditionary Force. There, for the first time in American history, an African American regiment, led by an African American commander, led a major attack in the final battle of WWI, and battled within 800 yards of the German compound when the bugle signaling the end of the war sounded. <http://www.iptv.org/iowapathways>

1918: Influenced by the war against Germany, Governor William Harding issued a proclamation forbidding the use of any language but English in public gatherings of two or more people, schools, and over the phone. Nicknamed the “Babel Proclamation,” the governor consistently referred in his speeches to the “American” language. People who spoke German, as well as Dutch, Danish, Norwegian, Swedish and Czech were targeted. Elderly women in were jailed for speaking German over the telephone, a Lutheran pastor was jailed for preaching part of a funeral service for a soldier killed in the war in Swedish because the young man’s grandparents did not speak English. Governor Harding went as far as to say in a public speech that God did not hear prayers that were spoken in any language but English. After the war there was no restitution for those unjustly prosecuted. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1910&timeChunkEnd=1919

1918: Gertrude Rush became the first African American woman to be admitted to the Iowa Bar and practice law in Iowa. However, she was denied membership to the American Bar Association, so along with S. Joe Brown, George Woodson, James B. Morris, Charles P. Howard, Sr. who were also denied membership to the Iowa Bar Association because of their race, formed the National Bar Association. (*Outside In*, 272)

1920s: Railroading and meat packing occupations made up the large majority of jobs held by African American men. (*Outside In*, 223)

1924: Native Americans were given the right to vote. <http://www.iptv.org/iowajournal/story.cfm/519>

1933: African Americans no longer hired by professional football leagues. While Iowa did not have a professional league of their own, often players were recruited to out-of-state programs. This practice was seen even earlier in college however, where African American players often felt they had to try twice as hard as other players to be noticed, if they were even allowed to play in the conference. Jack Trice was one such player who felt this way as the first African American football player at Iowa State. Trice tragically died from injuries received in a game against Minnesota The stadium at Iowa State is now named after him and he continues to be an inspiration to players for his intense dedication to the sport despite the barriers he faced. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000282

1934: First Mosque in North America Constructed in Cedar Rapids, Iowa and became known as “The Mother Mosque.” <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1939: Pauline Humphrey of Des Moines became the first African American woman entrepreneurs in Iowa, owning and operating a certified cosmetology school, the Crescent School of Beauty

Culture. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000249

1942: Harold Marrow of Des Moines and Earl Carr of Cedar Rapids are among the first 100 African Americans accepted into the Marines. James B. Morris Jr., Des Moines, became the first African American officer to command white troops in combat in the South Pacific. Thirteen African American Iowans also served within the Tuskegee Airmen, the 99th Pursuit Squadron, and the 332nd Fighter Group. (*Outside In*, 117)

1945: The first full-time African American professor, Madeline Clarke Foreman, was hired to teach at William Penn College. (*Outside In*, 151)

1949: The Iowa Supreme Court rules on *State v. Katz*. July 7, 1948 John Bibbs, Edna Griffin, and Leonard Hudson went into Katz drug store and were refused service because of their race. In November, a case was tried in the Des Moines municipal court concerning the incident, where the court found Katz guilty of violating the civil rights laws. Katz appealed the decision and the case went to the Supreme Court, where a decision was reached in December of 1949, unanimously reaffirming the decision of the municipal court. This was not the first case to be brought against the drug store and even while in court, Katz had new cases brought against them. After the decision, they complied with the order and served African Americans. (*Outside In*, 77)

1951: Iowa sports biggest racial controversy occurs when Drake's national leading rusher Johnny Bright was slammed in the face by an Oklahoma A&M player. The illegal move was caught on film, turning it into a national controversy, but the school protested the action with no results, and there was also no penalty on the field at the time of the incident, highlighting yet again the discrimination African American players faced. (*Outside In*, 488)

1963: The Fair Employment Practices Act was passed stating, "Every person in this state is entitled to the opportunity for employment on equal terms with every other person. It shall be unlawful for any person or employer to discriminate in employment of individuals because of race, religion, color, national origin or ancestry." Enforcement of this, like the Civil Rights Act, was not carried out in the fullest. (*Outside In*, 79)

1964: Willie Stenson Glanton, Polk County, and James Jackson, Black Hawk County, were the first African Americans sworn into the Iowa House of Representatives. Willie Glanton was also the first African American woman to become an assistant county attorney in Polk County. (*Outside In*, 347-348)

1965: Iowa Civil Rights Act of 1965 passed, creating the Iowa Civil Rights Commission to enforce the laws against discrimination that had been largely ignored until this point. The Act continues to be amended and expanded today. (*Outside In*, 80)

1967: Discrimination in Housing Act amended Iowa Civil Rights Act of 1965 to include unlawfulness of discriminatory practices concerning the sale or rental of housing property. (*Outside In*, 80)

1969: The U.S. Supreme Court rules on *Tinker v. Des Moines*. "Des Moines high school students, John and Mary Beth Tinker, wore arm bands to school to protest the Vietnam War. When school officials challenged their right to do this, they appealed to the Supreme Court. The courts ruled that the Tinkers' First Amendment rights had been violated." http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000249

1970: Miss Iowa Cheryl Brown, was the first African American to compete in the Miss America Pageant. (*Outside In*, 384)

1975: Robert Thomas became the first African American State Patrol Officer.

1980: “The Iowa Supreme Court held that a child custody order could not be modified merely because the custodial parent was in an interracial relationship. This decision came four years before the U.S. Supreme Court would reach the same conclusion on federal grounds. “Community prejudice,” the Iowa Supreme Court declared, ‘cannot be permitted to control the makeup of families.’” Ibid

1982: Thomas Man became the first African American man in Iowa elected to the Senate and went on to serve eight years for District 43. (*Outside In*, 281)

1984: The Iowa State Education Association created a Minority Affairs Committee. (*Outside In*, 156)

1987: Creation of the Hate Crimes Act, which was expanded throughout the following years, addressing issues of hate crimes and how cases were to be treated. Hate crimes came to be defined as “an assault, arson, criminal mischief, or trespass in violation of individual rights when committed against a person or person’s property because of race, color, religion, ancestry, national origin, political affiliation, sex, sexual orientation, age or disability, or because of association with such a person.” (*Outside In*, 83)

1988: Creation of the Division on the Status of African Americans within the Department of Human Rights. (*Outside In*, 83)

1990: First census that showed at least one African American resident in all counties in Iowa. (*Outside In*, 29)

1991: Marble Rock, which is located southeast of Mason City, elected the state’s first African American mayor, Al Saunders. (*Outside In*, 357)

1994: Don Nickerson becomes Iowa’s first African American U.S. Attorney after being appointed by President Clinton, serving the South District of Iowa. (*Outside In*, 280)

1994: The Bureau of School Administration and Accreditation of the Iowa Department of Education distributed “A Model Multicultural, Nonsexist Education Plan.” The plan gave specific goals and objectives for 17 different program areas, presented a “Provisions for Infusion into Curriculum,” suggestions for inservice activities and their documentation, examples of input from minority groups, and suggestions for monitoring the plan. (*Outside In*, 155)

1995: “Scope of the Educational Equity On-Site Review” was distributed by the Bureau of School Administration and Accreditation. This publication outlined the areas, people, materials, and programs that departmental personnel would investigate to determine if the school was in compliance with the multicultural, nonsexist mandate of Chapter 256.11. Publications such as this led to the creation of positions within schools devoted exclusively to developing multicultural programs, and the creation of special schools to enhance integration, like King Elementary and Casady Alternative. (*Outside In*, 155)

1996: Clinton makes Iowa history by electing the first African American woman mayor, LaMetta Wynn. (*Outside In*, 361)

1998: The first African American, Almo Hawkins, was nominated for lieutenant governor on Jim Ross Lightfoot’s campaign. Hawkins nomination was definitely a strategic move on Lightfoot’s part, as Hawkins had the qualities to reassure the Christian and social conservatives that were core to Lightfoot’s campaign. Lightfoot and Hawkins, however, were soundly defeated by the Democrat Vilsack. Hawkins later questioned if Iowa citizens were ready to elect a black woman to a high state office. (*Outside In*, 356-357)

2003: Approval and signing into law of Iowa Indian Child Welfare Act, with the goal of protecting Indian child's rights and tribal connections. <http://www.uiowa.edu/~nrcfcp/dmcrp/documents/NICWAPresentation>

2004: Creation of the Minority Youth and Family Initiative to raise awareness of the high numbers of Native American and African American children in the foster care system. <http://www.uiowa.edu/~nrcfcp/dmcrp/documents/NICWAPresentation>

2006: Several complaints arose concerning discrimination in hiring and promotion practices at Iowa Workforce Development. The agency used a pre-application process that has been proven to have adverse affects on African American job-seekers. A trail for the case is tentatively set for September 12, 2011.

- » **2007:** Class action law-suit filed against the state, citing incidents where African American applicants were passed over for positions despite their qualifications. Several state agencies were cited including the departments of corrections, transportation, cultural affairs, human services, public safety, and Iowa Workforce Development
- » **2009:** Number of plaintiffs rose to 32 in the law suit against state agencies.

2007: The Iowa District Court rules that it is unconstitutional to deny same-sex couples access to marriage. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

2008: Governor Culver signed legislature that creates the Iowa Commission on Native American Affairs. The commission was created to work with tribal governments and members to improve their human rights, equal economic opportunities, and reduce discrimination. http://www.siouxcityjournal.com/news/state-and-regional/article_16da9e97-9ae2-51bd-a317-fb9e1114586f.html

2009: The poverty rate for Iowa American Indians and Alaska Native families reached 39 percent, while the rate for Iowa was only 11.8 percent. <http://www.statelibraryofiowa.org/datacenter/Publications/aian2010.pdf>

Important Integration Laws for public education achieved through the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Open Housing Act of 1968.

- » Chapter 280.3, which mandates uniform school requirements, explicitly prohibiting discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. This covers "all the components of the educational program." The Iowa Civil Rights Commission and the Iowa Department of Education were charged with monitoring and enforcement of this mandate.
- » Chapter 256.11, Iowa School Standards, requires that all school programs be taught from a multicultural, nonsexist perspective. Standards for this were set by Section 6704.5(8) of the Department of Education Administrative Rules, and the department was designated as the monitoring and compliance agency.
- » Chapter 601 A.9 adds admission and recruiting, intramural and interscholastic athletics to the types of discrimination prohibited and places enforcement with the Iowa Civil Rights Commission.
- » Chapter 280.4 requires that bilingual or English as a Second Language programs be provided for students whose primary language is one other than English.
- » Chapter 19B.11 requires all school districts and area education agencies to file an annual report to the director of the Department of Education showing the results of the affirmative action plans that this legislation mandated.

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<http://www.uiowa.edu/~nrcfcp/dmcrc/documents/NICWAPresentation>

HIGHLIGHTS OF IMIGRATION IN IOWA HISTORY

1840s: African Americans move to Iowa to work in the Dubuque lead mines. Also, in the river towns of Burlington, Davenport, Keokuk and Sioux City, they worked as deckhands on ships that traveled on the Mississippi and Missouri Rivers.

1850s: Iowa legislature passes the Exclusionary law stating that no free African American may be allowed to settle in Iowa. Although this law passed both the House and Senate, it does not appear that it was ever enforced, as the population of African Americans in Iowa continued to grow. First census conducted with Iowa as a state reported there were 333 “free colored” residents in the state, compared to the 191,881 “white” residents

1860s: Many African Americans arrived in the state, fleeing the racism of the south and taking jobs on the expanding railroad system through the state. While the first worked laying track, they moved to porters and waiters once the trains were running, although they were not hired for better paying jobs because of their race.

1880s: At this time, many African American families moved from the rural areas of the state into the cities, looking for work as hotel porters, doormen, waiters, bartenders, and maids. Some were able to find success as doctors and lawyers, serving the needs of their community that were not met by European Americans.

1910s: In 1910 there were only 590 Latino immigrants in Iowa. By 1920 this number increased to more than 2,500. Mostly from Mexico, they worked as farm laborers and in railroad yards, particularly in West Des Moines. WWI was largely responsible for this increase, as companies looked to Mexico for employees with European immigration at a standstill.

1970s: Some Latino newcomers were political refugees who fled from Guatemala, Nicaragua and El Salvador during the revolutionary conflicts that occurred from the late 1970s through the early 1990s. The largest group of refugees is from Guatemala, and many of them live in the Sioux City area. The Tia Dam also started arriving in Iowa around 1975. Political refugees themselves, they were welcomed into the state by Governor Ray. President Gerald Ford reached out to all state governors to aide the Vietnamese refugees. Governor Ray responded to the request, forming what ultimately became the Bureau of Refugee Services.

Governor Ray again reached out in 1979 after the release of the documentary “CBS Reports with Ed Bradley: The Boat People.” The documentary featured the plight of refugees escaping from Vietnam in small boats to overcrowded camps in Malaysia. Governor Ray was deeply moved by the program and contacted President Carter, pledging to receive 1,500 more refugees into Iowa during the next year.

1980s: The Bureau of Refugee Services continued to support refugees, this time with refugees from Eastern European countries like Poland, Czechoslovakia and Hungary.

1990s: In the 1990s the Latino population grew by 153 percent to 83,000. Another group that caused Iowa’s immigrant numbers to grow in the 1990s were Bosnians seeking political refuge. Bosnians are classified as “true refugees” for this reason, since they were forced to leave their country due to ethnic conflict, rather than economic migrants. In 1993, the U.S. Department of State classified the Bureau of Refugee Services as a Bosnian resettlement agency. Des Moines became known as a “cluster site” meaning they would take numerous people and families. In February the first three families were settled and by 2005, more than 6,500 Bosnian refugees had arrived in the state. Many who came were actually secondary migrants, moving to Iowa from another state, as they were attracted to the jobs in the meatpacking and agriculture processing industries, as well as the rural, family oriented lifestyle. The Bureau also began welcoming

Sudanese refugees in 1995 becoming the largest resettlement site for Sudanese in the county. By 2005, more than 1,400 Sudanese refugees had settled in the state.

2000s: By 2000 Latino immigration increased dramatically throughout the rural Midwest, becoming the largest minority group representing nearly two percent of the population. This was largely due to the expansion of meat packing plants throughout Iowa that had been occurring since the 1980s, which provides steady work to immigrants who left Mexico and other Latin American countries due to extreme poverty, poor working conditions and lack of economic opportunity.

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HISTORY OF AFRICAN AMERICANS IN IOWA

1839: “The Case of Ralph” was decided by the Territorial Supreme Court allowing a slave residing in Iowa to retain his freedom. “No man in this territory can be reduced to slavery” proclaimed the court. “In 1834, a Missouri resident named Montgomery entered into a written agreement with his slave Ralph. The agreement allowed Ralph to reside in the Iowa territory to earn money to purchase his freedom for \$550 plus interest. Ralph went to Dubuque where he found a job working in the lead mines. He failed to pay this amount and after five years had passed Montgomery sent bounty hunters to abduct Ralph and return him to Missouri. Ralph was brought before the district court by a writ of habeas corpus, and the proceedings were transferred to the Iowa Supreme Court, which agreed to hear the case.” “The Case of Ralph” decision was overturned by the United States Supreme Court Dred Scott v. Sanford decision in 1857. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1839: Territorial Legislature passes the “Act to Regulate Black and Mulattoes,” requiring would-be residents to provide a certificate of freedom as well as a bond of \$500 before being able to settle. Other laws passed prohibited African Americans from voting, serving in the militia, attending common schools, being a witness in a court case, or serving on a jury.

1840: Territorial Legislature passes a law declaring interracial marriage illegal.

1840s: African Americans move to Iowa to work in the Dubuque lead mines. Also, in the river towns of Burlington, Davenport, Keokuk and Sioux City, they worked as deckhands on ships that traveled on the Mississippi and Missouri Rivers.

1842: Relief of the Poor Act passed which forbid African Americans from gaining legal settlement in Iowa, meaning they did not qualify for public assistance.

1846: State of Iowa Admitted is to United States. The first governor, Ansel Briggs was elected in October, before Iowa had even been admitted into the union. The General Assembly also met in November, before the state was officially admitted on December 28, 1846.

1847: State Seal was created: “Our liberties we prize, and our rights we will maintain”

1851: Iowa legislature passes the Exclusionary law stating that no free African American may be allowed to settle in Iowa. Although this law passed both the House and Senate, it does not appear that it was ever enforced, as the population of African Americans in Iowa continued to grow. In 1863, the law was officially repealed, after a free man Webb, who was arrested for refusing to leave the state, filed a petition for a writ of habeas corpus. Judge John Gray tried the case and ruled the exclusionary law unconstitutional. A year later, the ruling went into effect, also removing the word “white” from the section of legislature on legal settlement, now allowing African American residents the opportunity to receive public assistance.

1851: Iowa General Assembly removed the ban on interracial marriage. It was not until 1967 that the US made this a law.

1850: First census conducted with Iowa as a state reported there were 333 “free colored” residents in the state, compared to the 191,881 “white” residents.

1856: Iowa legislature repealed the exclusion of African American's testimony because too many crimes were going unpunished due to lack of witnesses.

1857: Iowa's Constitution goes into effect.

1859: John Brown, a key member of the Underground Railroad, and his group of fugitive slaves welcomed into Josiah B. Grinnell's home, where they successfully planned the route for getting the fugitives from Iowa to Chicago. The event became highly publicized when the train was stopped and searched, although the fugitives were never found and made it into Chicago safely. This is the most famous example of Iowa in the Underground Railroad, although the state most likely did not play that large a part in the Railroad overall.

1863: While the entire population of African Americans in Iowa totaled around 1500, 700 of them volunteered for service in the 1st Iowa Volunteers of African Descent, 60th Regiment.

1868: Iowa became the first state outside New England to grant African American men the right to vote.

1868: On September 12, 1867, 12-year-old Susan Clark was denied admission to Muscatine's Second Ward Common School Number 2 because she was African American. Her father, Alexander Clark, brought a lawsuit to allow admission of his daughter to the public school. In 1868, the Iowa Supreme Court held that "separate" was not "equal" and ordered Susan Clark be admitted to the public school. This began the integration of Iowa's schools 96 years before the federal court decision, *Brown v. the Board of Education in Topeka*, did the same thing on a national scale.

1870: The words "white male" were removed by the Iowa legislature concerning the qualifications to practice law. This allowed Alexander Clark to further encourage his children's education, with his son, Alexander Clark, Jr. becoming the first black graduate of the College of Law at the University of Iowa. Alexander Clark, Sr. was the second.

1873: The coal mining town of Buxton was established by Ben Buxton, where citizens, black and white, lived in a fully integrated society, which was rare not only in Iowa, but throughout the US. During the peak of Buxton's mining years, African Americans had the opportunity to work as doctors, dentists, lawyers, mine engineers, principals, ect, as well as the typical jobs of the time. By 1925 the town was largely abandoned after the Consolidation Coal Company closed down the mine. Moving to other towns in Iowa and the US proved to be very shocking to many of the African Americans, who had never witnessed the kind of discrimination they found outside of Buxton.

1873: The Iowa Supreme Court rules on *Coger v. Northwestern Union Packet Co.* Emma Coger, a mixed-race woman, was forcibly removed from a steamboat dining cabin reserved for whites. The Court referred to the Civil Rights Act of 1866 and the Fourteenth Amendment, but ultimately based its conclusion on Article I, § 1 of the Iowa Constitution. The Supreme Court proclaimed, "The principle of equality is announced and secured by the very first words of our State constitution which relate to the rights of the people, in language most comprehensive, and incapable of misconstruction, namely: 'All men are, by nature, free and equal.'" <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1874: A.H. Watkins becomes the first African American allowed to practice law in Iowa.

1880: Constitutional amendment removing the phrase "free white" as a qualification to be elected to the legislature was passed, meaning that constitutional discrimination against African Americans was over.

1884: The Iowa Civil Rights Act was passed by the legislature, outlawing discrimination in barbershops, theatres, hotels and public transportation. This law was largely ignored.

1890: George Washington Carver walked from Missouri to Indianola, Iowa, where he was admitted to Simpson College. A year later he transferred to the Iowa State College of Agricultural and Mechanical Arts in Ames. Carver remained at Iowa State for five years—the school’s only African American student. He went on to become the first black to earn a master’s degree, the first African American faculty member, was an active participant in debating and agricultural societies, the Young Men’s Christian Association and the National Guard, and the first trainer for the football team. He planned on staying at Iowa State to get his doctorate, but left for Alabama after receiving a letter from Booker T. Washington, requesting his presence at his industrial and training institute for African American students in Tuskegee.

1890: Millie London becomes the first African American to graduate from the University of Iowa School of Education. For more than 20 years she taught in the mining towns of Buxton and Haydock, and is remembered for her passion and dedication to education for all children.

1892: A law was passed declaring discrimination in restaurants illegal. This law was also largely ignored until the Iowa Civil Rights Commission was organized.

1894: *The Iowa Bystander* began publication and became known as one of the leading African American newspapers in the Midwest. Based in Des Moines, it influenced people across Iowa and is still published today.

1895: Carleton Holbrook became the first African American varsity collegiate athlete in Iowa. While at the University of Iowa he played football and ran track and field. The University of Iowa was also Iowa’s first college team to play against a team with an African American member when they faced Nebraska in 1892.

1902: The Iowa State Federation of Colored Women’s Clubs established to offer a place for women to come for ideas on how to improve their homes and social lives. The name was later changed to Iowa Association of Colored Women’s Clubs (IACWC) and their interests expanded to include civil rights issues and the welfare of children.

1903: Laurence C. Jones of Marshalltown became the first African American to graduate from high school. With the financial assistance of some local white families, he was able to attend the University of Iowa, going on to fund a school in Mississippi, Pine Woods Country Life Academy. His success was based on his ability to win the support of influential whites such as lumber magnate William Finkbine of Des Moines and wife of the founder of Maytag washing machine company, Dena Maytag.

1904: George E Taylor of Oskaloosa becomes the first African American to run for the office of President as the National Party candidate.

1905: Beginning of the Niagra Movement, co-founded by an attorney from Buxton, Iowa, George H. Woodson. The Niagra Movement would become the National Association for the Advancement of Colored People (NAACP).

1915: NAACP Iowa chapter is organized in Des Moines, with S. Joe Brown as its first president, serving until 1917. S. Joe Brown practiced law in Des Moines for 48 years, after working as a custodian in a University of Iowa fraternity house while working for his degree.

1916: The movie *Birth of a Nation*, which portrays the Ku Klux Klan organizing to defend white people against African Americans, was shown in Des Moines. The National Association for the Advancement of Colored People (NAACP) protested vehemently against the showing. Although in previous years there was not much activity from the Klan, once WWI started, the movement began again and gained popularity in Davenport, Sioux City, Waterloo, Ottumwa and Des

Moines, among other places.

1917: Fort Des Moines and Camp Dodge were used as training centers for African American officer candidates because the government wanted a training facility that was isolated, as they believed that the African American troops would fail. The 1,250 candidates at Fort Des Moines made up the 17th Provisional Training Regiment. After training, the officers were scattered across the country, but were reunited in 1918 when they were sent to France as the 3rd Battalion, 92nd Division of the American Expeditionary Force. There, for the first time in American history, an African American regiment, led by an African American commander, led a major attack in the final battle of WWI, and battled within 800 yards of the German compound when the bugle signaling the end of the war sounded.

1918: Influenced by the war against Germany, Governor William Harding issued a proclamation forbidding the use of any language but English in public gatherings of two or more people, schools, and over the phone. Nicknamed the “Babel Proclamation,” the governor consistently referred in his speeches to the “American” language. People who spoke German, as well as Dutch, Danish, Norwegian, Swedish and Czech were targeted. Elderly women in were jailed for speaking German over the telephone, a Lutheran pastor was jailed for preaching part of a funeral service for a soldier killed in the war in Swedish because the young man’s grandparents did not speak English. Governor Harding went as far as to say in a public speech that God did not hear prayers that were spoken in any language but English. After the war there was no restitution for those unjustly prosecuted.

1918: Gertrude Rush became the first African American woman to be admitted to the Iowa Bar and practice law in Iowa. However, she was denied membership to the American Bar Association, so along with S. Joe Brown, George Woodson, James B. Morris, Charles P. Howard, Sr. who were also denied membership to the Iowa Bar
1920s: Railroading and meat packing occupations made up the large majority of jobs held by African American men.

1933: African Americans no longer hired by professional football leagues. While Iowa did not have a professional league of their own, often players were recruited to out-of-state programs. This practice was seen even earlier in college however, where African American players often felt they had to try twice as hard as other players to be noticed, if they were even allowed to play in the conference. Jack Trice was one such player who felt this way as the first African American football player at Iowa State. Trice tragically died from injuries received in a game against Minnesota The stadium at Iowa State is now named after him and he continues to be an inspiration to players for his intense dedication to the sport despite the barriers he faced.

1934: First Mosque in North America Constructed in Cedar Rapids, Iowa and became known as “The Mother Mosque.”

1939: Pauline Humphrey of Des Moines became the first African American woman entrepreneurs in Iowa, owning and operating a certified cosmetology school, the Crescent School of Beauty Culture.

1942: Harold Marrow of Des Moines and Earl Carr of Cedar Rapids are among the first 100 African Americans accepted into the Marines. James B. Morris Jr., Des Moines, became the first African American officer to command white troops in combat in the South Pacific. Thirteen African American Iowans also served within the Tuskegee Airmen, the 99th Pursuit Squadron, and the 332nd Fighter Group.

1945: The first full-time African American professor, Madeline Clarke Foreman, was hired to teach at William Penn College.

1949: The Iowa Supreme Court rules on State v. Katz. July 7, 1948 John Bibbs, Edna Griffin, and Leonard Hudson went into Katz drug store and were refused service because of their race. In November, a case was tried in the Des Moines municipal court concerning the incident, where the court found Katz guilty of violating the civil rights laws. Katz appealed the decision and

the case went to the Supreme Court, where a decision was reached in December of 1949, unanimously reaffirming the decision of the municipal court. This was not the first case to be brought against the drug store and even while in court, Katz had new cases brought against them. After the decision, they complied with the order and served African Americans.

1951: Iowa sports biggest racial controversy occurs when Drake's national leading rusher Johnny Bright was slammed in the face by an Oklahoma A&M player. The illegal move was caught on film, turning it into a national controversy, but the school protested the action with no results, and there was also no penalty on the field at the time of the incident, highlighting yet again the discrimination African American players faced.

1963: The Fair Employment Practices Act was passed stating, "Every person in this state is entitled to the opportunity for employment on equal terms with every other person. It shall be unlawful for any person or employer to discriminate in employment of individuals because of race, religion, color, national origin or ancestry." Enforcement of this, like the Civil Rights Act, was not carried out in the fullest.

1964: Willie Stenson Glanton, Polk County, and James Jackson, Black Hawk County, were the first African Americans sworn into the Iowa House of Representatives. Willie Glanton was also the first African American woman to become an assistant county attorney in Polk County.

1965: Iowa Civil Rights Act of 1965 passed, creating the Iowa Civil Rights Commission to enforce the laws against discrimination that had been largely ignored until this point. The Act continues to be amended and expanded today.

1967: Discrimination in Housing Act amended Iowa Civil Rights Act of 1965 to include unlawfulness of discriminatory practices concerning the sale or rental of housing property.

1969: The U.S. Supreme Court rules on *Tinker v. Des Moines*. "Des Moines high school students, John and Mary Beth Tinker, wore arm bands to school to protest the Vietnam War. When school officials challenged their right to do this, they appealed to the Supreme Court. The courts ruled that the Tinkers' First Amendment rights had been violated." http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000249

1970: Miss Iowa Cheryl Brown, was the first African American to compete in the Miss America Pageant.

1975: Robert Thomas became the first African American State Patrol Officer.

1980: "The Iowa Supreme Court held that a child custody order could not be modified merely because the custodial parent was in an interracial relationship. This decision came four years before the U.S. Supreme Court would reach the same conclusion on federal grounds. "Community prejudice," the Iowa Supreme Court declared, 'cannot be permitted to control the makeup of families.' " Ibid

1982: Thomas Man became the first African American man in Iowa elected to the Senate and went on to serve eight years for District 43.

1984: The Iowa State Education Association created a Minority Affairs Committee.

1987: Creation of the Hate Crimes Act, which was expanded throughout the following years, addressing issues of hate crimes and how cases were to be treated. Hate crimes came to be defined as "an assault, arson, criminal mischief, or trespass in violation of individual rights when committed against a person or person's property because of race, color, religion, ancestry, national origin, political affiliation, sex, sexual orientation, age or disability, or because of association with such a person." (*Outside In*, 83)

1988: Creation of the Division on the Status of African Americans within the Department of Human Rights.

1990: First census that showed at least one African American resident in all counties in Iowa.

1991: Marble Rock, which is located southeast of Mason City, elected the state's first African American mayor, Al Saunders.

1994: Don Nickerson becomes Iowa's first African American U.S. Attorney after being appointed by President Clinton, serving the South District of Iowa.

1994: The Bureau of School Administration and Accreditation of the Iowa Department of Education distributed "A Model Multicultural, Nonsexist Education Plan." The plan gave specific goals and objectives for 17 different program areas, presented a "Provisions for Infusion into Curriculum," suggestions for inservice activities and their documentation, examples of input from minority groups, and suggestions for monitoring the plan. (*Outside In*, 155)

1995: "Scope of the Educational Equity On-Site Review" was distributed by the Bureau of School Administration and Accreditation. This publication outlined the areas, people, materials, and programs that departmental personnel would investigate to determine if the school was in compliance with the multicultural, nonsexist mandate of Chapter 256.11. Publications such as this led to the creation of positions within schools devoted exclusively to developing multicultural programs, and the creation of special schools to enhance integration, like King Elementary and Casady Alternative.

1996: Clinton makes Iowa history by electing the first African American woman mayor, LaMetta Wynn.

1998: The first African American, Almo Hawkins, was nominated for lieutenant governor on Jim Ross Lightfoot's campaign. Hawkins nomination was definitely a strategic move on Lightfoot's part, as Hawkins had the qualities to reassure the Christian and social conservatives that were core to Lightfoot's campaign. Lightfoot and Hawkins, however, were soundly defeated by the Democrat Vilsack. Hawkins later questioned if Iowa citizens were ready to elect a black woman to a high state office.

2004: Creation of the Minority Youth and Family Initiative to raise awareness of the high numbers of Native American and African American children in the foster care system.

2006: Several complaints arose concerning discrimination in hiring and promotion practices at Iowa Workforce Development. The agency used a pre-application process that has been proven to have adverse affects on African American job-seekers. A trail for the case is tentatively set for September 12, 2011.

- » **2007:** Class action law-suit filed against the state, citing incidents where African American applicants were passed over for positions despite their qualifications. Several state agencies were cited including the departments of corrections, transportation, cultural affairs, human services, public safety, and Iowa Workforce Development
- » **2009:** Number of plaintiffs rose to 32 in the law suit against state agencies.

2007: The Iowa District Court rules that it is unconstitutional to deny same-sex couples access to marriage.

Important Integration Laws for public education achieved through the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Open Housing Act of 1968:

- » Chapter 280.3, which mandates uniform school requirements, explicitly prohibiting discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. This covers "all

the components of the educational program.” The Iowa Civil Rights Commission and the Iowa Department of Education were charged with monitoring and enforcement of this mandate.

- » Chapter 256.11, Iowa School Standards, requires that all school programs be taught from a multicultural, nonsexist perspective. Standards for this were set by Section 6704.5(8) of the Department of Education Administrative Rules, and the department was designated as the monitoring and compliance agency.
- » Chapter 601 A.9 adds admission and recruiting, intramural and interscholastic athletics to the types of discrimination prohibited and places enforcement with the Iowa Civil Rights Commission.
- » Chapter 280.4 requires that bilingual or English as a Second Language programs be provided for students whose primary language is one other than English.
- » Chapter 19B.11 requires all school districts and area education agencies to file an annual report to the director of the Department of Education showing the results of the affirmative action plans that this legislation mandated.

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HISTORY OF AFRICAN AMERICANS IN IOWA

SHORTENED TIMELINE

The following timeline provides a general introduction to notable events and people in the African American communities of Iowa. While not an all inclusive timeline, it does provide a basic overview of important events in the history of the state, gathered from multiple historical reference texts. The timeline spans from the early 1800s to present day and includes many examples of how Iowa has been ahead of nation in the passing of some laws, yet strikingly inadequate in other areas. While some of the events and people may be commonly known, such as the progressive African American community of Buxton, there is likely to be many that are unfamiliar, like that it wasn't until 1991 that an African American mayor was elected in Iowa. These factoids are meant to provide the basis of a conversation about the history of African American communities here in Iowa, what they have prevailed over, and what they are still working to overcome.

1839: “The Case of Ralph” was decided by the Territorial Supreme Court allowing a slave residing in Iowa to retain his freedom.

1839: The Territorial Legislature passed the “Act to Regulate Black and Mulattoes,” requiring would-be residents to provide a certificate of freedom as well as a bond of \$500 before being able to settle.

1840: The Territorial Legislature passed a law declaring interracial marriage illegal.

1840s: African Americans moved to Iowa to work in the Dubuque lead mines.

1842: The Relief of the Poor Act passed which forbade African Americans from gaining legal settlement in Iowa, meaning they did not qualify for public assistance.

1846: The State of Iowa was admitted to United States.

1847: State Seal and motto were created: “Our liberties we prize, and our rights we will maintain.”

1851: The Iowa General Assembly passed the Exclusionary law stating that no free African American may be allowed to settle in Iowa.

1851: The Iowa General Assembly removed the ban on interracial marriage. It was not until 1967 that the US made this a law.

1850: The First census conducted with Iowa as a state reported there were 333 “free colored” residents in the state, compared to the 191,881 “white” residents.

1856: The Iowa General Assembly repealed the exclusion of African Americans; testimony because too many crimes were going unpunished due to lack of witnesses.

1857: Iowa’s State Constitution went into effect.

1859: John Brown, a key member of the Underground Railroad, and his group of fugitive slaves were welcomed into Josiah B. Grinnell's home, where they successfully planned the route for getting the fugitives from Iowa to Chicago.

1863: Nearly half of all African Americans in Iowa, 700 individuals, then volunteered for service in the 1st Iowa Volunteers of African Descent, 60th Regiment.

1868: Iowa became the first state outside New England to grant African American men the right to vote.

1868: On September 12, 1867, 12-year-old Susan Clark was denied admission to Muscatine's Second Ward Common School Number 2 because she was African American.

1870: The words "white male" were removed from the qualifications by the Iowa General Assembly to practice law.

1873: The coal mining town of Buxton was established, where citizens, black and white, lived in a fully integrated society. This was rare not only in Iowa, but throughout the US.

1873: The Iowa Supreme Court ruled on *Coger v. Northwestern Union Packet Co.* Emma Coger, a mixed-race woman, was forcibly removed from a steamboat dining cabin reserved for whites.

1874: A.H. Watkins became the first African American allowed to practice law in Iowa.

1880: Constitutional amendment removing the phrase "free white" as a qualification to be elected to the legislature was passed.

1884: The Iowa Civil Rights Act was passed by the General Assembly outlawing discrimination in barbershops, theatres, hotels and public transportation.

1890: George Washington Carver walked from Missouri to Indianola, Iowa, where he was admitted to Simpson College.

1890: Millie London became the first African American to graduate from the University of Iowa School of Education.

1892: A law was passed declaring discrimination in restaurants illegal.

1894: The Iowa Bystander began publication and became known as one of the leading African American newspapers in the Midwest.

1895: Carleton Holbrook became the first African American varsity collegiate athlete in Iowa.

1902: The Iowa State Federation of Colored Women's Clubs established to offer a place for women to come for ideas on how to improve their homes and social lives.

1904: George E. Taylor of Oskaloosa became the first African American to run for the office of President as the National Party candidate.

1905: This year marked the beginning of the Niagara Movement, co-founded by George H. Woodson, an attorney from Buxton, Iowa.

- 1915:** The NAACP Iowa chapter was organized in Des Moines, with S. Joe Brown as its first president, serving until 1917.
- 1916:** The movie *Birth of a Nation*, which portrays the Ku Klux Klan organizing to defend white people against African Americans, was shown in Des Moines.
- 1917:** Fort Des Moines and Camp Dodge were used as training centers for African American officer candidates because the government wanted a training facility that was isolated, because it was believed that the African American troops would fail.
- 1918:** Gertrude Rush became the first African American woman to be admitted to the Iowa Bar and practice law in Iowa.
- 1920s:** Railroad and meat packing occupations made up the large share of jobs held by African American men.
- 1933:** African Americans were no longer hired by professional football leagues.
- 1934:** The First Mosque in North America was constructed in Cedar Rapids, Iowa, and became known as “The Mother Mosque.”
- 1939:** Pauline Humphrey of Des Moines became the first African American woman entrepreneur in Iowa, owning and operating the certified cosmetology school, Crescent School of Beauty Culture.
- 1942:** Harold Marrow of Des Moines and Earl Carr of Cedar Rapids were among the first 100 African Americans accepted into the Marines.
- 1945:** The first full-time African American professor, Madeline Clarke Foreman, was hired to teach at William Penn College.
- 1949:** The Iowa Supreme Court ruled on *State v. Katz*.
- 1951:** Iowa sports biggest racial controversy occurred when Drake’s national leading rusher Johnny Bright was slammed in the face by an Oklahoma A&M player.
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- 1964:** Willie Stenson Glanton, Polk County, and James Jackson, Black Hawk County, were the first African Americans sworn into the Iowa House of Representatives.
- 1965:** Iowa Civil Rights Act of 1965 passed, creating the Iowa Civil Rights Commission to enforce the laws against discrimination that had been largely ignored until this point. The Act continues to be amended and expanded today.
- 1967:** Discrimination in Housing Act amended Iowa Civil Rights Act of 1965 to include unlawfulness of discriminatory practices concerning the sale or rental of housing property.
- 1969:** The U.S. Supreme Court ruled on *Tinker v. Des Moines*.
- 1970:** Miss Iowa Cheryl Brown, was the first African American to compete in the Miss America Pageant.

- 1975:** Robert Thomas became the first African American State Patrol Officer.
- 1980:** The Iowa Supreme Court held that a child custody order could not be modified merely because the custodial parent was in an interracial relationship.
- 1982:** Thomas Man became the first African American man in Iowa elected to the Senate and went on to serve eight years for District 43.
- 1984:** The Iowa State Education Association created a Minority Affairs Committee.
- 1987:** Creation of the Hate Crimes Act, which was expanded throughout the following years, addressed issues of hate crimes and how cases were to be treated.
- 1988:** Creation of the Division on the Status of African Americans within the Department of Human Rights.
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HISTORY OF NATIVE AMERICANS IN IOWA

SHORTENED TIMELINE

The following timeline provides a general introduction to notable events and people in the Native American communities of Iowa. While not an all inclusive timeline, it does provide a basic overview of important events in the history of the state, gathered from multiple historical reference texts. The timeline spans from the early 1800s to present day and includes many examples of how Iowa has been ahead of the nation in the passing of some laws, yet incredibly lacking in other areas. While some of the events and people may be commonly known, such as 1924 when Native Americans received the right to vote, there is likely to be many that are unfamiliar, like the story of Sergeant John Rice. These factoids are meant to provide the basis of a conversation about the history of Native American communities here in Iowa, what they have prevailed over, and what they are still working to overcome.

1804: Members of the Sauk tribe, who were not leaders and not authorized to do so, signed over tribal lands to the U.S. government.

1804: Captain Meriwether Lewis and Lieutenant William Clark crossed Iowa during their exploration of the Louisiana Territory, and a stop on their journey through the state led to the naming of Council Bluffs.

1824: 119,000 acres in what would become Lee County was given to children of racially-mixed parentage when the “Sac and Fox” tribe agreed to the treaty known as the “Half Breed Tract.”

1830: A 40-mile wide strip of land that ran from the northeast corner of the state down in a southwest direction became an area known as the “Neutral Ground.” The government set this land aside for Indians to hunt and fish without any restrictions.

1830: By this time, the government had relocated a number of tribes to within the future Iowa state boundaries.

1836: The Sauk and Mesquakie were allowed to keep 400 square miles of land along the Iowa River, near what is now Louisa County, known as the “Keokuk Reserve,” after the chief at the time.

1837: The Sac and Fox gave 1,250,000 more acres to the government.

1837: The Yankton Sioux ceded all claims to the land in Western Iowa to the government, but continued to live there until around 1851.

1842: Poverty and debt within the Sauk and Mesquakie forced the two tribes to make another treaty where all their lands in central Iowa were ceded to the government.

1856: The General Assembly passed an act permitting the Native American Indians still in the state to remain, particularly in Tama County.

1857: Iowa’s State Constitution went into effect.

1857: A harsh winter and failing crops led to heightened tensions between Native Americans and the townspeople.

1861: The Frontier Guard formed for protection against Indian raids, which were becoming very common.

1862: Native American tribes have given up all the land in what is now Iowa.

1868: A treaty was finally signed with the Sioux, increasing the amount of government contracts to buy Indian goods and supplies for the military.

1884: The Iowa Civil Rights Act was passed by the legislature outlawing discrimination in barbershops, theatres, hotels and public transportation. This law was largely unenforced.

1924: Native Americans were given the right to vote.

1963: The Fair Employment Practices Act was passed although enforcement of this, like the Civil Rights Act, was not carried out in the fullest.

1965: The Iowa Civil Rights Act of 1965 passed, creating the Iowa Civil Rights Commission to enforce the laws against discrimination that had previously been largely ignored.

1984: The Iowa State Education Association created a Minority Affairs Committee.

2003: Approval and signing into law of the Iowa Indian Child Welfare Act, with the goal of protecting Indian children's rights and tribal connections.

2004: Creation of the Minority Youth and Family Initiative to raise awareness of the high numbers of Native American and African American children in the foster care system.

2008: Governor Culver signed legislation that creates the Iowa Commission on Native American Affairs.

2009: The poverty rate for Iowa American Indians and Alaska Native families reached 39 percent, while the rate for Iowa was only 11.8 percent.

Notable people in Native American history:

Frank LaMere: LaMere is a social and political activist as well as a member of the Winnebago Tribe of Nebraska from the Siouxland region who was very influential in the passage of the Iowa Indian Child Welfare Act in 2003. He currently serves as director of the Four Directions Community Center in Sioux City and advises the Casey Alliance on child welfare matters that impact Native families. He also chairs the Community Initiative for Native Children and Families (CINCF) in Woodbury County and leads the annual Memorial March to Honor Lost Children. Previously he has served as a Native Family Advocate with the Casey Programs and Center for the Study of Social Policy sponsored work to reduce overrepresentation among Native families in the child welfare system. He continually works in collaboration with the community and serves as liaison to the Woodbury County DHS, Minority Youth and Families Initiative, and a variety of other community initiatives.

Sergeant John Rice: In 1951 Sioux City faced a national outcry after Sergeant Rice, a decorated WWII and Korean War veteran was denied burial at Memorial Cemetery because he was half Native American. The problem required the intervention of President Truman, who offered a full military funeral in Arlington Cemetery in Washington, D.C. for Rice

after hearing how his family was treated. Rice's wife was white, so in planning the funeral she did not provoke suspicion of the cemetery staff. At the ceremony, however, staff noticed that several of the mourners were Native American. After the service concluded, the staff informed Rice's wife that they had a "Caucasian only" policy, so the family was forced to take the body back home. The incident tarnished Sioux City's reputation nationally and caused heightened tension with the Native American population to this day.

War Eagle: War Eagle is best remembered as a person who believed in peace and worked his whole life toward that goal. Because of his leadership among the tribes, the Indians and the whites learned to work together without having to resort to violence. War Eagle also had two of his daughters, Dawn and Blazing Cloud, marry Theophile Bruguier, who is known as the first white settler of Sioux City. Bruguier had been accepted into the Yankton tribe and traveled with War Eagle's band for several years. He told War Eagle of a dream he had of a beautiful place where two rivers joined together. War Eagle told Bruguier he had been to that place and would show it to him. Bruguier later claimed the land at the confluence of the Sioux and the Missouri river.

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<http://www.uiowa.edu/~nrcfcp/dmcrp/documents/NICWAPresentation>

HISTORY OF NATIVE AMERICANS IN IOWA

1804: Members of the Sauk tribe, who were not leaders and not authorized to do so, signed over tribal lands to the U.S. government. The treaty should have had no legal standing, but the United States government later based land claims on it. This land would become the State of Iowa. This was also the beginning of the U.S. government's mistake in referring to the "Sac and Fox" as one tribe, even though the Sauk were a distinct tribe and the other tribe is properly called Mesquakie, not Fox. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1800&timeChunkEnd=1809

1804: Captain Meriwether Lewis and Lieutenant William Clark crossed Iowa during their exploration of the Louisiana Territory. Going up the Missouri River in 1804, the party camped on the "Iowa" side of the river several times. They held a council with the Indians on the west side of the river, providing for the organization of the name Council Bluffs. http://www.iptv.org/iowapathways/timeline_text.cfm?timeChunkStart=1800&timeChunkEnd=1809

1824: 119,000 acres in what would become Lee County was given to children of racially-mixed parentage when the "Sac and Fox" tribe agreed to the treaty known as the "Half Breed Tract." Guardians of the children were allowed to move into the area as well, and many white settlers took advantage of the situation. A United States Supreme Court decision in 1850 held that the legal claims to land rested with the descendants of the children of racially-mixed parentage. *Ibid*

1830: A 40-mile wide strip of land that ran from the northeast corner of the state down in a southwest direction became an area known as the "Neutral Ground." The government set this land aside for Indians to hunt and fish without any restrictions. *Ibid*

1830: By this time, the government had relocated a number of tribes to within the future Iowa State boundaries. The Sioux were assigned to an area around the Upper Iowa River. The Sauk and Mesquakie were placed south of the Upper Iowa River. The Winnebago were stuck along the Upper Iowa River. The government purchased land from the Indian tribes with promises of relocation, protection and payment of tribal debts. After the land was purchased from the Indians, it was surveyed and divided, then sold. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000120

1836: The Sauk and Mesquakie were allowed to keep 400 square miles of land along the Iowa River, near what is now Louisa County, known as the "Keokuk Reserve," after the chief at the time. This moved the tribes further into the center of the state and allowed more European settlement along the river. *Ibid*

1837: Sac and Fox give 1,250,000 more acres to the government. *Ibid*

1837: Yankton Sioux ceded all claims to the land in Western Iowa to the government, but continued to live there until around 1851. (*IWP*, 14)

1842: Poverty and debt within the Sauk and Mesquakie force the two tribes to make another treaty where all their lands in central Iowa are ceded to the government. The Indians agreed to leave the area within three years. The arrangement cost the federal government 11 cents an acre. <http://www.iptv.org/iowapathways>

1856: The General Assembly passed an act permitting the Native American Indians still in the state to remain, particularly in Tama County. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1857: Iowa's State Constitution goes into effect. <http://www.cityofdubuque.org/DocumentView.aspx?DID=1178>

1857: A harsh winter and failing crops led to heightened tensions between Native Americans and the townspeople. Sioux Indian, Inkpadutah and his outlaw band were wintering in Smithland, and continually begged the townspeople for food. In order to get rid of the Indians, a townsman dressed in an old army uniform because it was known that Inkpadutah feared an Army officer who had been in the area years earlier. This strategy worked, the Indians immediately packed up and left the area, but were so angered by the townspeople's actions that they went on the defensive. Smearing their faces in black paint, their war color, they headed into the Spirit Lake area and went on a six-day killing spree. This has become known as the Spirit Lake Massacre (*IWP*, 32-33). Yet another version of the Massacre told a different story of cruelty towards Indian squaws who were beaten by settlers because they believed that the squaws had stolen corn from their cribs. Enraged by this, the Indians in the encampment by Smithland began slaughtering the settlers' cattle. In retaliation the settlers surrounded the encampment and stole their weapons. After this, the Indians packed up their belongings and, infuriated by the treatment they had received, headed north. (*Histories of the Counties of Woodbury and Plymouth, Iowa*, 63-64)

1861: The Frontier Guard formed for protection against the Indian raids, which were becoming more common. (*History of the Counties of Woodbury and Plymouth, Iowa*, 166)

1862: Native American tribes have given up all the land that is now Iowa. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000120

1868: A treaty was finally signed with the Sioux increasing the amount of government contracts to buy Indian goods and supplies for the military. They also persuaded the Indians to move to reservations and ensured the settlers in those areas that there was peace. To ensure this peace however, a large number of armed forces were placed around the reservation. (*IWP*, 81)

1884: The Iowa Civil Rights Act was passed by the legislature outlawing discrimination in barbershops, theatres, hotels, and public transportation. This law was largely ignored. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000250

1924: Native Americans were given the right to vote. <http://www.iptv.org/iowajournal/story.cfm/519>

1963: The Fair Employment Practices Act was passed stating, "Every person in this state is entitled to the opportunity for employment on equal terms with every other person. It shall be unlawful for any person or employer to discriminate in employment of individuals because of race, religion, color, national origin or ancestry." Enforcement of this, like the Civil Rights Act, was not carried out in the fullest. (*Outside In*, 79)

1965: The Iowa Civil Rights Act of 1965 passed creating the Iowa Civil Rights Commission to enforce the laws against discrimination that had been largely ignored until this point. The Act continues to be amended and expanded today. (*Outside In*, 80)

1984: The Iowa State Education Association created a Minority Affairs Committee. (*Outside In*, 156)

2003: Approval and signing into law of the Iowa Indian Child Welfare Act with the goal of protecting Indian children's rights and tribal connections. <http://www.uiowa.edu/~nrcfcp/dmcrc/documents/NICWAPresentation>

2004: Creation of the Minority Youth and Family Initiative to raise awareness of the high numbers of Native American and African American children in the foster care system. <http://www.uiowa.edu/~nrcfcp/dmcrc/documents/NICWAPresentation>

2008: Governor Culver signed legislation that created the Iowa Commission on Native American Affairs. The commission was created to work with tribal governments and members to ensure their human rights, equal economic opportunities, and reduce discrimination. http://www.siouxcityjournal.com/news/state-and-regional/article_16da9e97-9ae2-51bd-a317-fb9e1114586f.html

2009: The poverty rate for Iowa American Indians and Alaska Native families reached 39 percent, while only 11.8 percent statewide. <http://www.statelibraryofiowa.org/datacenter/Publications/aian2010.pdf>

Notable People:

Frank LaMere: LaMere is a social and political activist as well as a member of the Winnebago Tribe of Nebraska from the Siouxland region who was very influential in the passage of the Iowa Indian Child Welfare Act in 2003. He currently serves as director of the Four Directions Community Center in Sioux City and advises the Casey Alliance on child welfare matters that impact Native families. He also chairs the Community Initiative for Native Children and Families (CINCF) in Woodbury County and leads the annual Memorial March to Honor Lost Children. Previously he has served as a Native Family Advocate with the Casey Programs and Center for the Study of Social Policy sponsored work to reduce overrepresentation among Native families in the child welfare system. He continually works in collaboration with the community and serves as liaison to the Woodbury County DHS, Minority Youth and Families Initiative, and a variety of other community organizations.

War Eagle: War Eagle is best remembered as a person who believed in peace and worked his whole life toward that goal. Because of his leadership among the tribes, the Indians and the whites learned to work together without having to resort to violence. War Eagle also had two of his daughters, Dawn and Blazing Cloud, marry Theophile Bruguier, who is known as the first white settler of Sioux City. Bruguier had been accepted into the Yankton tribe and traveled with War Eagle's band for several years. He told War Eagle of a dream he had of a beautiful place where two rivers joined together. War Eagle told Bruguier he had been to that place and would show it to him. Bruguier claimed the land at the confluence of the Sioux and the Missouri river. http://www.siouxcityhistory.org/people/moree03f.html?id=42_0_2_10_M

Sergeant John Rice: In 1951 Sioux City faced a national outcry after Sergeant Rice, a decorated WWII and Korean War veteran was denied burial at Memorial Cemetery because he was half Native American. The problem required the intervention of President Truman, who offered a full military funeral in Arlington Cemetery for Rice after hearing how his family was treated. Rice's wife was white, so in planning the funeral she did not provoke suspicion on the part of the cemetery staff. At the ceremony however, staff noticed that several of the mourners were Native American. After the service concluded, the staff informed Rice's wife that they had a "Caucasian only" policy, so the family was forced to take the body back home. The incident tarnished Sioux City's reputation nationally. http://www.siouxcityhistory.org/people/mored947.html?id=3_0_2_0_M

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BLACK HAWK COUNTY FACTS

1843: Black Hawk County created. It was named after the famous Native American leader of the Black Hawk War, although he had never visited the area. <http://www.co.black-hawk.ia.us/about.html>

1845: Cedar Falls and Waterloo become the first settling places in the county. <http://www.co.black-hawk.ia.us/about.html>

1860: Census reported 18 African Americans living in Black Hawk County. That number did not change until the 1880 census, when it increased to 37. Reported numbers remained low and unrepresentative of the real population of African Americans living in the county until 1920. (*Outside In*, 40)

1861: Many African American settlers arrived in the Waterloo area because of the strike at Illinois Central Railroad. Many of the workers first lived in boxcars provided by the railroad, but when their families joined them, they began to look for housing which proved to be difficult as many areas would not allow them to buy a house. An African American Historic Circle was formed because of this, with the families settling in a twenty block radius around the Illinois Central shop and Sumner and Mobil Streets. Several organizations were formed within the community, including a local NAACP chapter, the Ad Hoy Club, the Knights of Pythias, and Swingers Golf Club. The African American population went from 20 in 1910 to 400 in 1915 because of these recruiting and advertising efforts. http://www.uni.edu/chen/AA_voice/history/index.htm; (Riley, 43)

1914: Eddie (Pickin) Bowles moved to Cedar Falls where his blues guitar playing made him famous throughout town, especially in his 4th Avenue neighborhood, which during this time period was mainly white. (*Outside In*, 544)

1914: Reverend Bess of the African Methodist Episcopal Church fought for African Americans right to swim in the Cedar River. Bess and the Church were involved in many campaigns throughout the years to improve the situation of African Americans in the area, including clean-up projects in their poor neighborhoods and the funding of a Big Brother Mission. (Riley, 43)

1915: African American residents unsuccessfully protested the showing of the racist film *Birth of a Nation* in the Waterloo/Cedar Falls area. (Riley, 43)

1916: Despite high racial tensions, Vivien Smith became the first African American to receive a Bachelor of Arts from the Iowa State Teachers College (became the University of Northern Iowa in 1967). (Riley, 43)

1917: Carrie Bright began operating the elevator in Davis' Dry Goods store, becoming the first African American woman to take over a white man's job so he could fight in the war. (Riley, 49)

1921: NAACP branch in Waterloo begins with a 13 member executive branch, 4 of which were white. Early challenges included establishing churches and building homes for the nearly 900 African Americans living in the city, most of whom had come to Waterloo to work on the Illinois Central Railroad during the strike years of 1912-15. Others moved during World War I and the migration caused tremendous stress on the structure of the African American community in Waterloo. (*Outside In*, 322)

1930: Serving a population of 2,200 African Americans, the Waterloo NAACP branch worked tirelessly to secure a position for an African American on the police force. (*Outside In*, 323)

1940s: One of Waterloo's earliest successful entrepreneurs, John Spates's opened his restaurant, which quickly turned into a community fixture. He also owned the Masonic Building which housed a grocery store, barber shop, dance hall, pool hall, ice cream parlor, and beauty shop. Several other businesses owned by African American's sprang up during this time period, although not all were successful. (*Outside In*, 210)

1945: According to district statistics, only 14 African American students attended 4 of the other 13 elementary schools besides Grant, which was located in the African American neighborhood of Waterloo. (www.wfcourier.com)

1951: Herbert Cox launched the first African American oriented radio program, playing mainly gospel and jazz music, on Waterloo's white owned KXEL. (*Outside In*, 293)

1952: Waterloo's first African American weekly newspaper, *The Waterloo Post*, was launched under publisher B.P. Steptoe. The publication was only in circulation until 1956, though in its short lived existence printed articles that were aimed to inspire the community through constructive criticism and humor. Steptoe commented on the residents of the infamous Oneida Street: "By wearing dirty-ragged, ill smelling clothing, although soap is both cheap and plentiful, they also advertise their lack of training and their lack of intelligence. Such a condition breeds segregation; discrimination against, not only the loud, uncouth, ignorant representatives, but also mitigates against the neat, well dressed, and intelligent Negro." (*Outside In*, 294)

1952: Lily Williams Ferguson became the first African American teacher in the Waterloo School District. (*Outside In*, 148)

1955: African American student enrollment at Grant Elementary reached 96% and was up to 28% at Longfellow Elementary. However, only 17 African American students attended 5 of the other 17 area elementary schools. (www.wfcourier.com)

1956: Attempting to rise from the death of the *Post*, *The Waterloo Star* was created, attacking discrimination in employment. Unfortunately, the newspaper did not last an entire year. (*Outside In*, 294)

1959: Martin Luther King Jr. spoke at West High and University of Northern Iowa. His speech at the University of Northern Iowa was about the story of the Montgomery Alabama bus boycott. <http://wfcourier.com/app/history/timeline.shtml>

1960s: African American residents in Waterloo lived in concentrated areas in five neighborhoods, and the Waterloo Human Rights Commission reported that housing was highly segregated. It was not easy for African Americans to move into "white" neighborhoods, and because the populations were so concentrated, it resulted in the schools being segregated as well. They also tended to be clustered in low paying, low status jobs. (Riley, 72)

1960: Randolph Dean moved to Waterloo where he joined the Mt. Carmel Missionary Baptist Church, becoming the choir director, a position he held for 30 years, as well as becoming a prominent member of the community. Dean also wrote gospel music for 40 years, an incredible feat considering he can not read music, but composes entirely by ear. His CD entitled *Hold On* was well received by the national gospel circuit. (*Outside In*, 537-38)

1964: 450 people participated in a silent march for freedom, organized by the local NAACP chapter, to the city hall. There, they presented the mayor with a list of grievances about discrimination in housing, jobs, and law enforcement. (*Outside In*, 79)

1964: Russell Lowe became the first African American male to teach in the Waterloo School District, teaching shop classes in several of the schools. He later became the Vice Principal at East High School in 1970. He retired in 1988, but continued to serve on the school board for two terms. He agreed to teaching job because he was sure that the administration thought he would turn it down, but would be able to tell African American community they had reached out. He said he had more problems with the faculty accepting him than the students, who simply viewed him as another teacher, and even more issues from African American adults, who had the idea that he could do more than he actually could. He became an administrator in order to bring more quality African American teachers into the school district. Lowe was also president of the Waterloo chapter of the NAACP while teaching. Grant and East School were the only schools in the district that had a significant number of African American students at this time. One of his main projects with the NAACP that he worked tirelessly on was to work on desegregating the district. In 1985, he also became the first African American to serve on the National Cattle Congress Board, serving until 2000. http://wcfcourier.com/vmix_6880db08-0d2c-11df-92ba-001cc4c03286.html

1965: James Jackson of Blackhawk County was one of the two first African Americans, along with Willie Stevenson Glanton, to be sworn in and seated in the Iowa Legislature. He served one term with the legislature, distinguishing himself as a leader in civil rights, education, and housing. (*Outside In*, 349)

1966: *The Waterloo Defender* published the first issue of its nine year existence. Joining the Iowa Bystander as Iowa's only operational African American presses, the Defender sought to inspire the community with enthusiastic portrayals of local activism. (*Outside In*, 294)

1966: One of the most successful African American business owners at this time was construction worker Denman Phillips, who advertised his specialties to be in sidewalks, curbs, gutters, street widening, floors and driveway work. He was hired to build the Social Security Building in Waterloo and later the Small Business Administration contracted him for a million dollar job building a highway in Ankeny. (*Outside In*, 211)

1966: African Americans made up 7.9% of the total population of Waterloo, making it the largest concentration of African American's in the state. (Riley, 72)

1967: 30% of the African American students attended schools that were 90 to 100% African American. 66% went to schools that were over half African American. On the other side, 81% of white students attended schools that were 90 to 100% white. This climate encouraged many African Americans to stage a series of protests during the summer of 1967. (Riley, 73)

1967: University of Northern Iowa hired its first African American professor, Dr. Henry Parker, who taught Latin and Greek. He did not have quite the impact that another early African American professor who was hired two years later did. Dr. Ruth Anderson was not the first African American professor at the college, but she made the most impact. Teaching at the college for twenty one years, she influenced thousands of students, as well as professors. She raised her social work program to departmental status and brought the classes into the real world with her connection to a large number of community projects. (*Outside In*, 153)

1967: An African American graduate student from UNI presented an article to Dr. Charles E. Quick from a Chicago university, and on the basis of the proposal, a group presented a six-point proposal to the UNI president. The points included recruitment of minority students and faculty, courses on minorities, and a center in East Waterloo. This led to the creation of the Committee on University Responsibility to Minority Group Education, or COURIMGE. All of these efforts were considered enormous steps towards improving black-white relations. Members of the Afro-American Society were not happy however, and in 1969 they presented the VP of the college with a list of new demands, including a black

cultural house, more African American faculty, courses, and financial aid. Students even went as far as to occupy the president of the college's house in 1970, and consequently he left the school as his actions were seen as lenient. (*Outside In*, 154)

1968: Waterloo Courier hired its first African American reporter, Imogene Jones. <http://wcfcourier.com/app/history/timeline.shtml>

1968: Serious conflict developed after a cultural program at Waterloo's Midtown Center featuring poetry and black literature readings was held. The program also included skits that claimed to accurately represent the American political system. Over the next few days, students began to demand courses on black history at Waterloo East and at a Friday night football game; a fight broke out leading to the burning of Shepard's Lumber Yard. The National Guard had to be called out to restore the peace. In the following days, the Board of Education heard a list of grievances from the black community, including demands for more African American teachers and a black student union to be allowed at East High. Tensions continued at football games for years to come. (*Outside In*, 324)

1968: Waterloo School Board initiated an open enrollment policy to allow students to move to different schools within the district in efforts to encourage integration. (www.wcfcourier.com)

1968: Price Laboratory School of the University of Northern Iowa began an integration program. (Riley, 74)

1969: The University of Northern Iowa began offering Afro-American history, taught by white professors. (*Outside In*, 153)

1970: The Bridgeway Project began, meant to achieve a racial balance in Grant Elementary which was located in the center of the African American district. (Riley, 74)

1972: Central High School opened as a result of realignment in school districts to encourage integration. (Riley, 74) Around the same time groups openly protested high school realignment and demanded an end to open enrollment. One of them was an African American group that argued open enrollment put the burden of desegregation on the African American students. (www.wcfcourier.com)

1973: "Plan A" was introduced to integrate and improve several of the elementary schools. The plan was a result of encouragement from African American school board member Dr. Robert Harvey, a Coalition of the Black Community, League of Women Voters, Concerned Parents of Waterloo, NAACP, and the Iowa Department of Public Instruction. "Plan A" was successfully implemented, as racial relations were slowly improving throughout the city. (Riley, 74)

1973: Waterloo resident Dorsie Willis, a former member of the Company D, 1st Battalion, 25th Infantry regiment, received a letter of apology and an honorable discharge from the army, decades after an incident known as the "Brownsville Affair". Company D had been stationed in Brownsville, Texas in 1906, where conflict with the local residents was a common occurrence. After an incident involving shots fired, the residents of Brownsville brought unfounded charges against the Company. In an attempt to win support from the Southern states for reelection, President Teddy Roosevelt dishonorably discharged the entire unit, despite written reports from every white officer at the camp that all the ammunition was accounted for. (*Outside In*, 105)

1973: Mary Berdell becomes the first African American on the Waterloo City Council. <http://wcfcourier.com/app/history/timeline.shtml>

1974: Betty Jean Ferguson became the first African American woman to serve as the Executive Director of the Waterloo Human Rights Commission. Ferguson was also the first African American woman to serve on the Waterloo School Board. <http://www.ci.waterloo.ia.us/history>

1974: Formation of the Cedar Falls Human Rights Commission. (*Outside In*, 333)

1977: The Waterloo Center for the Arts Haitian Arts collection was started with a major gift of art given by Dr. and Mrs. F. Harold Rueling. Many other patrons have since contributed, making the collection the largest accumulation of Haitian art in the United States, a little known fact. (*Outside In*, 499-500)

1977: John Deere became the world's largest tractor producer, with their Waterloo plant known for their continuous anti-African American discrimination. (Riley, 67)

1977: Waterloo School Board names the first African American principal in the state of Iowa, Walter Cunningham. (*Outside In*, 149)

1978: The first African American owned radio station in Iowa, and one of the few in the nation, KBBG began broadcasting. Opened by Jimmie and Lou Porter, the station is still in existence today. http://www.uni.edu/chcn/AA_voice/history/index.htm

1986: Civil Rights leader Elra Johnson moved to Waterloo. She was known for her daring confrontations of racism in her Mississippi community, even standing up to the Klu Klux Klan when they confronted her at her house. She traveled to Washington D.C. several times, presenting issues to both President Kennedy and President Johnson, and was awarded by the NAACP in 1969 for her dedication and fearlessness. http://wcfcourier.com/vmix_620ddb68-0d2c-11df-a9f5-001cc4c03286.html

1989: Dr. Ruth Anderson became the first African American woman to be elected to a seat on the Black Hawk County Board of Supervisors. Anderson was hired by the University of Northern Iowa in 1969 and for 21 years influenced thousands of students as a teacher of social work, eventually elevating the program to departmental status. http://www.women.iowa.gov/about_women/HOF/iafame-andersonrb.html. (*Outside In*, 153)

1990: The Waterloo Police Department had only two African American police officers in their 126 sworn in force. The new police chief, Bernal Koehrsen, Jr., changed all that, bringing in 8 new minority officers, including the first African American women officers within his first year. He was the first non-minority to win the "Mover and Shaker Award" from the NAACP branch that year. Koehrsen's goal was to have the police force accurately reflect the community it is representing and he got the force moving in the right direction. ("Exemplary Policing Programs to Promote Tolerance and Respect for Diversity," http://www.usmayors.org/bestpractices/diversity_10_99/exemplary_ia.html)

1996: The city of Waterloo faced charges in a case of reverse discrimination in Davis v. City of Waterloo. A white city employee was passed over for a promotion in favor of an African American worker in his street department job. He brought a case claiming employment discrimination on the basis of race. The case went to the Iowa Supreme Court, where they ruled that the promotion had been based on race and was not in line with the cities affirmative action plan because the plan "is not a license to make race-based employment decisions favoring employees of a minority race over white employees." Davis was promoted to street foreman and received back pay and damages for emotional stress. (*Outside In*, 82)

1998: Leon Mosley of Waterloo was approached by Jim Ross Lightfoot to be his candidate for lieutenant governor. Mosley, an African American conservative, was a straightforward, pro-life man who captivated audiences whenever he spoke. He was a county supervisor as well as member of the Republican Iowa State Central Committee, and would have been a perfect candidate to fight the criticism Lightfoot faced on being racist. However, Mosley turned the position down to continue to fight for change on the local level. (*Outside In*, 356)

1998: Combining local news items with editorials on religion and health issues, the Waterloo United Communicator was established. (*Outside In*, 298)

2007: Jimmie Porter, a dedicated civil rights activist and founder of the nationally recognized KBBG in Waterloo passed away. He was involved in several projects including those that gave food, shelter, and education to low income African American families. http://www.iptv.org/video/detail.cfm/872/tij_20071206_118_iporter

2008: Talk Shop Café opened in Waterloo. The Café combines entertainment and social activities with serious discussions on social issues, politics, and community affairs. Talk Shop is owned by David Goodson, Waterloo resident and 2010 recipient of the J. Russell and C. Joy Lowe Good Neighbor Award for his activism for the minority communities. While Goodson's own past included a felony conviction, he is an example of how people can turn their lives around and has actively been helping others do the same in their lives for the past 15 years. He started Transition Project Helping Hands in 1998 to aid ex-felons and the Passport program for middle and high school students in 2001. He formed Social Action Inc. in 2002, a nonprofit umbrella organization for several programs, and helped start the Empowering Dads/First support group at Family & Children's Council, where he also coordinated other men's programs. (www.wcfcourier.com)

2009: Proposal for Martin Luther King Jr. "peace walk" was presented. The walk would include an amphitheater, courtyard, podium statue, as well as benches. All along the walk will be quotes from MLK Jr. to remind people of what he stood for and the gaps that still exist today. Planning for the peace walk is still taking place today, with the City Council recently voting against a Washington Park location. <http://www.mlkpeacewalk.com/>

2009: 8.4 percent, or 10,871, of the population in Black Hawk was reported as African American.

<http://www.statelibraryofiowa.org/datacenter/Publications/aaprofile2011.pdf>

2009: The Waterloo Board of Education voted unanimously to name the new school being built George Washington Carver Academy in honor of the African American scientist who began his pioneering career in Iowa. (www.wcfcourier.com)

2010: Several community organizations gathered to address issues of increasing violence in the area and to announce they would be taking proactive steps towards providing youth with an economic education, a sense of history and pride, and respect for others. The plan was adapted from a 1992 successful campaign in Boston to get the communities more involved with at-risk African American and Latino youth. Organizations involved included the We Care Neighborhood Association, representatives from the Black Hawk NAACP branch, the Eastside Ministerial Alliance, and the Waterloo Neighborhood Coalition. (www.wcfcourier.com)

2010: "African American Voices of the Cedar Valley" video installment aired to educate and raise the level of awareness concerning racial diversity in the area. http://wcfcourier.com/news/local/article_e1a3b716-0f44-11df-8a03-001cc4c03286.html

- » Walter Gray is considered one of the best African American barbers in the state of Iowa. He worked at John Deere for ten years, then volunteered for a layoff in order to open his own barber shop, which is the profession that he had gone to school for. He was the only African American student at Moler Barber School in 1970, which was the first barber school in the nation. His first shop was on 1611 4th Street, right next to a gas station, where he would get a lot of his business. The shop was there from 1983 to 1993, when he relocated to expand his

business. People continue to come from all over the state, as well as out of state, to get their hair cut in his shop. His shop is also known for its “Wall of Fame” which features accomplishments of community members. http://wcfcourier.com/vmix_6f79dbbc-0d2c-11df-b4c8-001cc4c03286.html

- » Ruthie O’Neal turns recycled objects into sophisticated forms of art, representing her childhood in a racist Mississippi and being an African American woman living in Iowa. Art work in her yard includes a “nursery” area, where she has arranged the toys from the children who stayed with her when she worked as a foster mother. Her yard serves as a reminder to the community to do the things that you want to do, no matter what the obstacles. http://wcfcourier.com/vmix_7529501a-0d2c-11df-8b21-001cc4c03286.html
- » Dorothy Sallis was the first African American probation officer in Iowa, serving in Black Hawk County, working for first judicial court for 25 years. Sallis came to Waterloo in 1945, married, and began working at Allen Hospital preparing meals. She was first hired as a juvenile court aid because she didn’t have her degree yet. In 1969, she attended the University of Northern Iowa, and it took her 10 years to get her degree, as she could only take one class a semester. She also started the Waterloo chapter of Black Social Workers and was a lifelong member of the NAACP.
- » Anna Mae Weems was the second and longest serving African American to serve as Director of Iowa Workforce Center. Weems initially became involved in civil rights through her union activities with the United Packinghouse Works of America Local P-46, which represented workers at Rath Packing Co. in Waterloo. Her work with the group rose to the national level, where she met Martin Luther King Jr., and she is responsible for bringing him to Waterloo in 1959.
- » Willie Mae Wright was the first African American woman to serve on the Waterloo City Council in 1983, serving for ten years. In 1965, she began working at John Deere as a clerk typist. Despite experiencing racial discrimination from co-workers who refused to train her, she stayed with Deere for 23 years. Wright participated in several community organizations like the Waterloo Women’s Civic Club, Community Development Board, Jesse Cosby Center, and League of Women Voters. She also had the unique opportunity to serve as an Auxiliary Den Mother for the Boy Scouts because her son wanted to join and the only way he was allowed was if she agreed to be the Den Mother. Her protests over the city failing to recognize Martin Luther King Jr. Day as a national holiday led officials to issue an ordinance ordering that all businesses and groups recognize the holiday as they would any other.

2011: Reverend Al Sharpton opened a branch of his National Action Network in Waterloo. The Action Network promotes a modern civil rights agenda that includes the fight for equal education, social justice, and one standard of decency for people no matter their race, religion, gender, or national origin.

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<http://www.ci.waterloo.ia.us/history>

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http://www.uni.edu/chen/AA_voice/history/index.htm

<http://wcfcourier.com/>

BLACK HAWK COUNTY FACTS

SHORTENED TIMELINE

The following timeline provides a general introduction to the progression of notable events and people in the African American communities in Black Hawk County. While not an all inclusive timeline, it does provide a basic overview of important events in the history of the county, gathered from multiple historical reference texts. The timeline spans from the mid-1840s to present day and includes many examples of how Iowa was ahead of nation in the passing of some laws, yet incredibly lacking in other areas. While some of the events and people may be commonly known such as the racial tensions in the late 60s, there is likely to be many that are unfamiliar, like the fact that Waterloo was the first city in Iowa to hire an African American principal. These factoids are meant to provide the basis of a conversation about the history of African American communities in Black Hawk County, what they have prevailed over and what they are still working to overcome.

1843: Black Hawk County created.

1845: Cedar Falls and Waterloo became the first settling places in the county.

1860: Census reported 18 African Americans living in Black Hawk County.

1861: Many African American settlers arrived in the Waterloo area because of the strike at Illinois Central Railroad.

1914: Reverend Bess of the African Methodist Episcopal Church fought for African Americans right to swim in the Cedar River.

1915: African American residents unsuccessfully protested the showing of the racist film *Birth of a Nation* in the Waterloo/Cedar Falls area.

1916: Despite high racial tensions, Vivien Smith became the first African American to receive a Bachelor of Arts from the Iowa State Teachers College (became the University Northern Iowa in 1967).

1917: Carrie Bright began operating the elevator in Davis' Dry Goods store, becoming the first African American woman to take over a white man's job so he could fight in the war.

1921: NAACP branch in Waterloo began with a 13 member executive branch, 4 of which were white.

1930: Serving a population of 2,200 African Americans, the Waterloo NAACP branch worked tirelessly to secure a position for an African American on the police force.

1940s: One of Waterloo's earliest successful entrepreneurs, John Spates's opened his restaurant, which quickly turned into a community fixture.

1945: According to school statistics, only 14 African American students attended 4 of the other 13 elementary schools besides Grant, which was located in the African American neighborhood of Waterloo.

1951: Herbert Cox launched the first African American oriented radio program, playing mainly gospel and jazz music, on Waterloo's white owned KXEL.

1952: Waterloo's first African American weekly newspaper, The Waterloo Post, was launched under publisher B.P.Stepto.

1952: Lily Williams Ferguson became the first African American teacher in the Waterloo School District.

1955: African American student enrollment at Grant Elementary reached 96% and was up to 28% at Longfellow Elementary. However, only 17 African American students attended 5 of the other 17 area elementary schools.

1956: Attempting to rise from the death of the Post, The Waterloo Star was created, attacking discrimination in employment.

1959: Martin Luther King Jr. spoke at Waterloo's West High and University of Northern Iowa.

1960s: African American residents in Waterloo lived in concentrated areas in five neighborhoods, and the Waterloo Human Rights Commission reported that housing was highly segregated.

1964: 450 people participated in a silent march for freedom, organized by the local NAACP chapter, to the city hall.

1964: Russell Lowe became the first African American male to teach in the Waterloo School District, teaching shop classes in several of the schools.

1965: James Jackson of Blackhawk County was one of the two first African Americans, along with Willie Stevenson Glanton, to be sworn in and seated in the Iowa Legislature.

1966: *The Waterloo Defender* published the first issue of its nine year existence.

1966: African Americans made up 7.9% of the total population of Waterloo, making it the largest concentration of African American's in the state.

1967: 30% of the African American students attended schools that were 90 to 100% African American.

1967: University of Northern Iowa hired its first African American professor, Dr. Henry Parker, who taught Latin and Greek.

1967: An African American graduate student from UNI presented an article to Dr. Charles E. Quick from a Chicago university, and on the basis of the proposal, a group presented a six-point proposal to the UNI president. The points included recruitment of minority students and faculty, courses on minorities, and a center in East Waterloo.

1968: Waterloo Courier hired its first African American reporter, Imogene Jones.

1968: Serious conflict developed after a cultural program at Waterloo's Midtown Center featuring poetry and black literature readings was held. Shepard's Lumber Yard was burned and the conflicts reached such heights that the National Guard was called in.

1968: Waterloo School Board initiated an open enrollment policy to allow students to move to different schools within the district in efforts to encourage integration.

1968: Price Laboratory School of the University of Northern Iowa began an integration program.

1969: Dr. Ruth Anderson was hired as a professor at the University of Northern Iowa, teaching for over twenty years and bringing her social work program up to departmental status.

1969: The University of Northern Iowa began offering Afro-American history, taught by white professors.

1969: Dorothy Sallis began her ten year journey to earn her degree from the University of Northern Iowa, taking one class a semester. After being awarded her degree she became the first African American probation officer in Iowa. She also started the Waterloo chapter of Black Social Workers and was a lifelong member of the NAACP.

1970: The Bridgeway Project began, meant to achieve a racial balance in Grant Elementary which was located in the center of the African American district.

1972: Central High School opened as a result of realignment in school districts to encourage integration.

1973: “Plan A” was introduced to integrate and improve several of the elementary schools.

1973: Waterloo resident Dorsie Willis, a former member of the Company D, 1st Battalion, 25th Infantry regiment, received a letter of apology and an honorable discharge from the army, decades after an incident known as the “Brownsville Affair”.

1973: Mary Berdell became the first African American on the Waterloo City Council.

1974: Betty Jean Ferguson became the first African American woman to serve as the Executive Director of the Waterloo Human Rights Commission. She was also the first African American woman to be elected to the Waterloo School Board.

1974: Formation of the Cedar Falls Human Rights Commission.

1977: Waterloo School Board named the first African American principal in the state of Iowa, Walter Cunningham.

1978: The first African American owned radio station in Iowa, and one of the few in the nation, KBBG began broadcasting.

1989: Dr. Ruth Anderson became the first African American woman to be elected to a seat on the Black Hawk County Board of Supervisors.

1990: The Waterloo Police Department had only two African American police officers in their 126 sworn in force.

1996: The city of Waterloo faced charges in a case of reverse discrimination in Davis v. City of Waterloo.

1998: Leon Mosley of Waterloo was approached by Jim Ross Lightfoot to be his candidate for lieutenant governor.

2007: Jimmie Porter, a dedicated civil rights activist and founder of the nationally recognized KBBG in Waterloo, passed away.

2008: Talk Shop Café opened in Waterloo.

2009: Proposal for Martin Luther King Jr. “peace walk” was presented.

2009: 8.4 percent, or 10,871, of the population in Black Hawk was reported as African American.

2009: The Waterloo Board of Education voted unanimously to name the new school being built George Washington Carver Academy in honor of the African American scientist who began his pioneering career in Iowa.

2010: Several community organizations gathered to address issues of increasing violence in the area and to announce they would be taking proactive steps towards providing youth with an economic education, a sense of history and pride, and respect for others.

2011: Reverend Al Sharpton opened a branch of his National Action Network in Waterloo.

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http://www.uni.edu/chc/AA_voice/history/index.htm

<http://wcfcourier.com/>

JOHNSON COUNTY FACTS

1837: Johnson County created. (*History of Johnson County*, 167)

1839: Iowa City was chosen by the Legislative Assembly of Iowa Territory to become the site of the next state capital. This actually did not occur until 1941.

1853: Iowa City officially incorporated. (*History of Johnson County*, 635)

1856: John Brown made his first visit to Iowa City. He often came through the town with fugitive slaves from Missouri on their journey to freedom. Later trips were centered around accumulating arms and recruiting men to his cause of raiding Harper's Ferry, Virginia. Two men from the area joined him on the raid, one of which was hung for his participation in the event. (*History of Johnson County*, 465-466)

1857: The Third Constitutional Convention debated over whether the public schools should be open to African Americans, if they could buy, own, or sell land, participate in the military, or vote. Delegates were opposed to slavery, but that didn't mean that they wanted African Americans to have the same rights. The convention finally agreed to submit on a separate ballot the question of removing the word white from the article on suffrage. (Iowa Writers Program, 66)

1879: The first African American student at the University of Iowa College of Law, and one of the first African Americans in the entire United States, earned their law degree. It was Alexander Clark Jr. of Muscatine, and five years after his own graduation, his father Alexander Clark Sr., graduated from the same institution. (*Outside In*, 140)

1890: Millie London becomes the first African American to graduate from the University of Iowa School of Education. For more than 20 years she taught in the mining towns of Buxton and Haydock, and is remembered for her passion and dedication to education for all children. http://www.iptv.org/iowapathways/mypath.cfm?ounid=ob_000247

1895: Carleton Holbrook became the first African American varsity collegiate athlete in Iowa. While at the University of Iowa he played football and ran track and field. The University of Iowa was also Iowa's first college team to play against a team with an African American member when they faced Nebraska in 1892. (*Outside In*, 478)

1898: S.Joe Brown became the first African American to be awarded a liberal arts degree from the University of Iowa and the first African American student west of the Mississippi to be elected into Phi Beta Kappa. He further defied stereotypes when he earned his law degree from Iowa in 1901, continuing on to a distinguished law career and NAACP leadership. (*Outside In*, 140)

1907: Dr. Edward A. Carter became the first African American to receive his medical degree from the University of Iowa. (*Outside In*, 260)

1919: Sue Brown led an effort by the Iowa Federation of Colored Women's Clubs to purchase a house in Iowa City for African American female undergraduate students. Later named in her honor, the house was the main residence for female African Americans until 1946 when Currier Hall became integrated. (*Outside In*, 145)

1924: Beulah Wheeler became the first African American women to graduate from the University of Iowa's College of Law. (*Outside In*, 272)

1927: Tate Arms, a boarding house for African American men opened. The boarding house soon became one of the beloved centers of African American life. Owned and operated by Bettye and Junious Tate, the couple offered room, board, laundry, and psychological support to around 20 young men in their 20 room house at 914 South Dubuque St. Bettye instituted strict rules, making all the men earn their keep, barring alcohol, women, and the use of profanity. Generations of students lived in the house until it closed in 1965. (*Outside In*, 145,202)

1928: The local chapter of Kappa Alpha Psi established their headquarters in the home of Estella Louise Ferguson. Mother Ferg provided much more than room and board to the people who lived with her, and it is rumored that her influence spread to the white student body as well, with the Iowa Rugby team cheering “Stella” in their huddle because of her reputation. (*Outside In*, 145)

1935: Floyd of Rosedale tradition began between the U of I and Minnesota. Tension was heightened between the two teams because of the game from the previous year, in which many people believed that Minnesota had unfairly gone after the U of I African American player Ozzie Simmons. Simmons eventually had to leave the game because of the injuries he received from the Minnesota defense. Coaches and players from Minnesota denied they had treated Simmons any different than other players, but Iowa fans remained outraged. Prior to the 1935 meeting, many sent threatening letters to Minnesota’s head coach, saying there would be consequences if Simmons was singled out. Iowa’s governor at the time, Clyde Herring, even stated that he was sure the crowd would step in if the officials stood for rough play like they had the year before. In order to diffuse the tension, Minnesota Governor Floyd Olson sent a letter to Governor Herring, joking about Iowa’s inability to win the game, and wagering a bet that if Iowa did win, he would present the governor with a Minnesota prize hog and vice versa if Minnesota won. Herring accepted the bet, and this seemed to calm the crowd down as well. Minnesota won, and Governor Herring kept his word, presenting a hog to Governor Olson the following week. It was named Floyd Rosedale after the governor and the town where it came from. A bronze trophy replaced the live hog and continues to be a symbol of the college rivalry today, although few know its origins arose from racial tensions. <http://news.minnesota.publicradio.org>

1936: Although Iowa City boasted about their friendly relations with the African American community at the University, many of those African Americans faced subtle discrimination daily, especially the athletes. Ozzie Simmons made headlines when his relationship with coach Ossie Solem soured over Solem’s criticism of his playing during that season, when the team did not win a single conference game. Simmons also had to deal with aggressive treatment from opposing team members, often being roughed around more so than the other players. (*Outside In*, 482)

1940: Elisabeth Catlett became the first African American student to earn a master of fine arts degree at the arts school of the University of Iowa. While at Iowa, she studied under renowned painter Grant Wood and became famous in her own right for her representation of African American women’s lives. (*Outside In*, 501)

1941: Lulu Merle Johnson became the first African American woman to earn her PhD from the University of Iowa. (*Outside In*, 146)

1945: Richard ‘Bud’ Culberson, as the first African American basketball player in the Big 10, helped lead the Hawkeye’s to their first Big 10 championship. Culberson was an Iowa City native, whose parents boarded male African American students who were barred from the dormitories until after World War II. (*Outside In*, 145)

1946: Through the efforts of five young women, Currier Hall at the University of Iowa became integrated. (*Outside In*, 374)

1947: The University of Iowa Hospitals hired the first African American registered nurse, Dollie Wilder Haughton. (*Outside In*, 375)

1951: Duke Slater was the first African American to be named to the Iowa Sports Hall of Fame. Slater attended the U of I from 1918-1921, earning All-American status and achieving a record of 23-6-1. In 1921, Iowa was arguably the best team in the nation, finishing the season undefeated. He obtained his law degree from the University in 1928 and served as a judge in Cook County's Superior Court, a position he held until his death in 1966. (*Outside In*, 484)

1954: Dr. Philip G. Hubbard was appointed to the College of Engineering faculty at Iowa. Twelve years later he was appointed to dean of academic affairs, becoming the first African American administrator in a state university. He achieved another first when he later became vice president of student services. Until his retirement in 1991 he continued to teach mechanical engineering classes. (*Outside In*, 151)

1955: Helen Lemme was the first person to receive the Iowa City Woman of the Year award. She worked as a research technician at the university's Department of Internal Medicine, also participating as a member of the Democratic Party's Black Caucus and president of Johnson County League of Women Voters. Lemme was also active in the activities of the Human Rights Commission until her death in 1968 from a fire in her home. (*Outside In*, 375)

1957: Simon Roberts became the first African American All-American wrestler and was captain of the Iowa team. (*Outside In*, 151)

1964: Iowa City's Human Rights Commission succeeded in passing a highly debated fair Housing Ordinance. A year later, the Iowa City Council's attorney began including a non-discrimination clause in city contracts. (*Outside In*, 325)

1969: Several African American athletes at the University of Iowa boycotted spring practice because of the universities system of recruiting African American athletes that had marginal academic skills. One player who took part in this boycott was football player Dennis Green, future coach of the Minnesota Vikings. (*Outside In*, 482)

1970: The local school board named the new elementary school after Helen Lemme, the first to bear a woman's name in the city. She was responsible for organizing the Negro Forum in her home and influenced the white citizens in Iowa City to fight racism (*Outside In*, 145)

1972: The Iowa City Human Rights Commission began promoting an Affirmative Action and Equal Employment policy, also seeking to end discrimination concerning minority memberships in private clubs. (*Outside In*, 325)

1972: William Hargrave, an Iowa City resident, was elected to the Iowa House of Representatives. He was the fifth African American to be elected and brought a working man's passion to public policy issues. He had previously served in the Army, then as a deputy county sheriff and member of the Iowa General Assembly. He served until 1978. (*Outside In*, 351)

1972: U of I named Slater Hall after football great Duke Slater, who was considered a role model for African Americans throughout the nation. (*Outside In*, 485)

1978: Dr. Deborah Ann Turner became only the second African American female physician to earn a medical degree from the College of Medicine. (*Outside In*, 260)

1979: Several African Americans were turned away from entering Woodfields, a popular disco. They were turned away because they were unable to produce three forms of identification, even though no white person had to do the same. Filing a lawsuit with the Human Relations Commission the club owners were ordered to pay the seven African Americans \$400 each as restitution and their liquor license was also suspended. (*Outside In*, 533)

1979: A NAACP branch was established in Iowa City. Robert Morris served as President and the branch pushed affirmative action policy, tackled race discrimination, raised outrage over KKK actions, and criticized the state police academy for only having all-white classes. (*Outside In*, 325)

1983: U of I took bold steps when they hired two African American coaches. George Raveling was hired as the men's basketball coach, but after a few mediocre seasons, left amid stories that Iowa fans couldn't get used to an African American coach. C. Vivian Stringer was also hired at that time as the women's basketball coach and was much more successful than Raveling. From 1983 to 1995, she turned Iowa's women's team into a national powerhouse. In 1995 she left, moving on to Rutgers with a contract that made her the highest paid women's coach in the country. (*Outside In*, 482)

1985: Dr. Deborah Ann Turner becomes the first female African American gynecologic oncologist in the United States. (*Outside In*, 260)

1990: Responsibilities of the NAACP passed on to the African American Council at the University of Iowa, as there were more issues being addressed on campus than there were in the surrounding community. (*Outside In*, 325)

2006: The University of Iowa began to revitalize their African American studies program in hopes of being able to offer it as a major once again by tripling the amount of teachers in the program from 4 in 2005 to 14 in 2006. Needing 20 teachers to make it a major, the University was later able to reach this goal and African American studies is a major option for students today. www.desmoinesregister.com

2007: The formation of FasTrac occurred after there was an increased amount of trouble in City High with African American students. Not all students were involved, and several African American students felt that they were all being lumped together, so the group was formed to give quality educational opportunities to those students who want to make good decisions. In 2010, FasTrac was taken into the Mayor's Youth Empowerment Program and since their inception, has worked with over 40 community organizations in Johnson County to provide quality opportunities to any student interested, but especially low income and minority students. www.fastracprogram.org

2008: A review of the Iowa City School District showed that there was a disproportionate number of African American students in special education classes. The District has since implemented some universal early screening tests and early intervention programs. ("Ensuring Equity, Equality," www.press-citizen.com)

2008: The University of Iowa's Center for Diversity and Enrichment along with the Iowa City School District began offering a summer enrichment program for African American students. In its first year, the Institute for Higher Learning offered one course on African American literature and history to 15 students. This year, the Institute will not only be offering those classes, but also science, math, and a media project for up to 30 students. The students will also be visiting several departments at the U of I and having weekly guest speakers share their stories. The mission of the program is promoting a healthy learning environment, increased academic ability and development of self identity. ("Extended Summer Learning," www.presscitizen.com)

2009: The Iowa Department of Education cited the Iowa City School District because it determined that Roosevelt Elementary was racially and socio-economically isolated. In response to the charges, the Board opened Borlaug Elementary with new lines within the district. ("Ensuring Equity, Equality," www.press-citizen.com)

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www.fastracprogram.org

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JOHNSON COUNTY FACTS

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The following timeline provides a general introduction to the progression of notable events and people in the African American communities of Johnson County. While not an all inclusive timeline, it does provide a basic overview of important events in the history of the county, gathered from multiple historical reference texts. The timeline spans from the mid-1800s to present day and includes many examples of how Iowa was ahead of nation in the passing of some laws, yet incredibly lacking in other areas. While some of the events and people may be commonly known such as the story of Duke Slater, there is likely to be many that are unfamiliar, like in 1890 the first African American woman graduated from U of I School of Education. These factoids are meant to provide the basis of a conversation about the history of African American communities in Johnson County, what they have prevailed over and what they are still working to overcome.

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1839: Iowa City was chosen by the Legislative Assembly of Iowa Territory to become the site of the next state capital. This actually did not occur until 1941.

1853: Iowa City officially incorporated.

1856: John Brown made his first visit to Iowa City.

1857: The Third Constitutional Convention debated over whether the public schools should be open to African Americans, if they could buy, own, or sell land, participate in the military, or vote.

1879: The first African American student at the University of Iowa College of Law, and one of the first African Americans in the entire United States, Alexander Clark Jr. earned his law degree.

1890: Millie London became the first African American to graduate from the University of Iowa School of Education.

1895: Carleton Holbrook became the first African American varsity collegiate athlete in Iowa.

1898: S.Joe Brown became the first African American to be awarded a liberal arts degree from the University of Iowa and the first African American student west of the Mississippi to be elected into Phi Beta Kappa.

1907: Dr. Edward A. Carter became the first African American to receive his medical degree from the University of Iowa.

1919: Sue Brown led an effort by the Iowa Federation of Colored Women's Clubs to purchase a house in Iowa City for African American female undergraduate students.

1924: Beulah Wheeler became the first African American women to graduate from the University of Iowa's College of Law.

1927: Tate Arms, a boarding house for African American men opened.

1928: The local chapter of Kappa Alpha Psi established their headquarters in the home of Estella Louise Ferguson.

1935: Floyd of Rosedale football tradition began between the University of Iowa and Minnesota as a way to diffuse racial tensions between the two teams that arose from rough play in the previous years game.

1936: Although Iowa City boasted about their friendly relations with the African American community at the University, many of those African Americans faced subtle discrimination daily, especially the athletes.

1940: Elisabeth Catlett became the first African American student to earn a master of fine arts degree at the arts school of the University of Iowa.

1941: Lulu Merle Johnson became the first African American woman to earn her PhD from the University of Iowa.

1945: Richard 'Bud' Culberson, as the first African American basketball player in the Big 10, helped lead the Hawkeye's to their first Big 10 championship.

1946: Through the efforts of five young women, Currier Hall at the University of Iowa became integrated.

1947: The University of Iowa Hospitals hired the first African American registered nurse, Dollie Wilder Haughton.

1951: Duke Slater was the first African American to be named to the Iowa Sports Hall of Fame.

1954: Dr. Philip G. Hubbard was appointed to the College of Engineering faculty at Iowa.

1955: Helen Lemme was the first person to receive the Iowa City Woman of the Year award.

1957: Simon Roberts became the first African American All-American wrestler and was captain of the Iowa team.

1964: Iowa City's Human Rights Commission succeeded in passing a highly debated fair Housing Ordinance.

1969: Several African American athletes at the University of Iowa boycotted spring practice because of the universities system of recruiting African American athletes that had marginal academic skills.

1970: The local school board named the new elementary school after Helen Lemme, the first to bear a woman's name in the city.

1972: The Iowa City Human Rights Commission began promoting an Affirmative Action and Equal Employment policy, also seeking to end discrimination concerning minority memberships in private clubs.

1972: William Hargrave, an Iowa City resident, was elected to the Iowa House of Representatives.

1972: U of I named Slater Hall after football great Duke Slater, who was considered a role model for African Americans throughout the nation.

1978: Dr. Deborah Ann Turner became only the second African American female physician to earn a medical degree from the College of Medicine.

1979: Several African Americans were turned away from entering Woodfields, a popular disco.

1979: A NAACP branch was established in Iowa City.

1983: U of I took bold steps when they hired two African American coaches.

1985: Dr. Deborah Ann Turner became the first female African American gynecologic oncologist in the United States.

1990: Responsibilities of the NAACP passed on to the African American Council at the University of Iowa, as there were more issues being addressed on campus than there were in the surrounding community.

2006: The University of Iowa began to revitalize their African American studies program in hopes of being able to offer it as a major once again by tripling the amount of teachers in the program from 4 in 2005 to 14 in 2006.

2007: The formation of FasTrac occurred after there was an increased amount of trouble in City High with African American students.

2008: A review of the Iowa City School District showed that there was a disproportionate number of African American students placed in special education classes.

2008: The University of Iowa's Center for Diversity and Enrichment along with the Iowa City School District began offering a summer enrichment program for African American students.

2009: The Iowa Department of Education cited the Iowa City School District because it determined that Roosevelt Elementary was racially and socio-economically isolated.

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www.press-citizen.com

<http://news.minnesota.publicradio.org>

POLK COUNTY FACTS

1846: Polk County established during James Polk presidency, hence the name. (Henning and Beam, 31)

1855: Chosen over Jasper County, Polk became the site for the Capitol. The first building, used for 30 years, was located near where the Soldiers and Sailors monument now stands. <http://www.polkcountyiowa.gov/pages/about.aspx>

1862: Jefferson Logan led a group of 13 former slaves from Missouri to settle in the Des Moines area. This group was one of the first of African Americans to settle in the state. (Henning and Beam, 62)

1878: George Johnson became the first African American to wear a police badge in Des Moines. (Des Moines Police Department Tribute to African American Officers, <http://vimeo.com/23709199>)

1896: John Thompson became the editor of the Des Moines based newspaper, the Bystander. Under his leadership the paper became the Iowa Bystander, as he implemented statewide subscription drives and news coverage. He secured reporters throughout the state and often traveled to visit these reporters and collect subscriptions. The same year that he took control of the paper, he called for a statewide boycott against white businesses that would not advertise in or subscribe to the paper or hire African American workers. (*Outside In*, 287)

1891: African American entrepreneur Robert Hyde got his start in the business world as a member of the cleaning staff at the Kirkwood Hotel. While working there, he invented a potent cleaning compound and with T.W. Henry, patented and marketed H. & H. brand soap for household cleaning. The product was still being marketed until around 1968. (Henning and Beam, 63)

1900: Polk County had Iowa's largest African American population, with just over 2,000 and 80% of that total living in Des Moines. Two-thirds of the employed African American community worked as laborers, porters, waiters, cooks, janitors, domestics, bootblacks, and laundresses. (*Outside In*, 219)

1903: Des Moines residents got an unexpected surprise when the new troops coming in to Fort Des Moines got off the train. The unit was made up of 127 soldiers of Companies C and I of the all African American 25th Infantry Regiment. There was considerable vocal opposition to the arrival of the African American troops, and as a result they were granted fewer passes from the base and there is no record of any socializing between the troops and citizens off base. (*Outside In*, 104)

1912: The North Star #3 Masonic Lodge purchased a half block of land for a new building on Center Street in Des Moines, with the plan to make it the social center for the African Americans in the city.

1912: Archie Alexander graduated from University of Iowa and opened a construction firm in Des Moines, receiving major contracts for projects all across the nation. In Iowa, he built the University of Iowa's heating plant and powerhouse, in addition to several bridges and other structures. This is a unique success story of an African American in Iowa, and Alexander continued to defy segregation and racism when he was appointed the territorial governor of the U.S. Virgin Islands in 1954. (*Outside In*, 205)

1915: Iowa's first NAACP branch, and the 25th nationally, opened in Des Moines. Starting with 35 members, it quickly grew to 200 within the first year. (*Outside In*, 305)

1917: Fort Des Moines and Camp Dodge were used as training centers for African American officer candidates because the government wanted a training facility that was isolated, as they believed that the African American troops would fail. The 1,250 candidates at Fort Des Moines made up the 17th Provisional Training Regiment. After training, the officers were scattered across the country, but were reunited in 1918 when they were sent to France as the 3rd Battalion, 92nd Division of the American Expeditionary Force. There, for the first time in American history, an African American regiment, led by an African American commander, led a major attack in the final battle of WWI, and battled within 800 yards of the German compound when the bugle signaling the end of the war sounded. <http://www.iptv.org/iowapathways>

1918: The 4th Officers' Training School, 92nd Division, opened at Camp Dodge with 305 enrolled candidates. Although the Army did not allow racial discrimination, there was little, if any, racial mixing at Camp Dodge. Many of these soldiers, along with those from Fort Des Moines, settled in Des Moines. (*Outside In*, 110)

1918: Vivian Jones moved to Des Moines from Buxton and opened a funeral business, as most funeral homes in the state would not deal with African Americans. He later sold his business to Tug Wilson; when Wilson died in 1937, John Estes bought the business. John Estes Jr. later sold the business to Fredrick and Linda Nichols, with the business operating as Estes-Nichols Funeral Home. The funeral home is still open today as Nichols-Cannon Funeral Service, located on East Grand Ave. (*Outside In*, 208)

1920: James 'Engine' Jeter was recognized by the Des Moines Register as "an outstanding figure in society." Jeter, who was deaf, operated a shoe shine stand in downtown Des Moines, where white customers asserted that "there's no place in Des Moines where a pair of shoes will get better treatment." (*Outside In*, 192)

1921: The Daughters of Isis were organized in Des Moines. Their youth ambassadors, the Isiserettes, are an outstanding drill and drum unit that travel throughout Iowa and the United States. The group is in high demand and teaches African American youth how to build character and self esteem, as well as instilling a sense of pride and dedication. (*Outside In*, 407)

1923: A young black woman, Dottie Blagburn, sat in a "white only" section of a Des Moines theatre, refusing to leave, and eventually being removed. Through backing by the Des Moines NAACP branch, the theatre owner was charged under the Iowa Civil Rights Act, and interestingly, an all-white jury convicted him. (*Outside In*, 76)

1925: The Booklover's Club was established at the old Blue Triangle YWCA by ten members who were interested in literature and the intellectual movement. When, in 1946, the YWCA had to integrate its programs, the Blue Triangle programs were closed, but the Book Club remained. It is the oldest remaining continuously active organization associated with the YWCA and became integrated itself in 1958. (*Outside In*, 437)

1925: Des Moines organized a Commission of Interracial Cooperation in 1924 and in '25 sent representatives to the National Conference of Interracial Commissions, where African American members were asked to produce a list of their objectives. Calling the list "The Desiderata of the Des Moines Negroes," they called for:

- » Abolition of separate bathing beaches and any other discriminatory practice supported by public taxes
- » Abolition of discrimination in the buying and renting of property
- » Ending segregation in places of public accommodation
- » Ending the exclusion of African Americans from grand jury lists
- » Better employment in city and county government
- » Better representation by and in labor unions

- » More mail carriers and a clerk in the post office
- » Black employees in the attendance office in the schools where more than half the population was African American
- » Better attendance of whites at black sponsored meetings when the general public was invited
- » More opportunities for black speakers to address white audiences, especially children
- » Black history course in the public schools
- » 200 white men and women to become members of the NAACP
- » Fully equipped YMCA and YWCA in African American neighborhoods
- » African American member on the Des Moines Board of Education

20 years later, most of these objectives had been achieved, although there were no African American teachers in the district or government officials. (*Outside In*, 306)

1928: The best-known barbershop in Des Moines, Hardaway's Tonsorial Parlor, opened its doors. Rozenting Hardaway ran the shop, which specialized in bobbing, shoe shine, hair preparations and cosmetics like pomades and base creams. By his 25th year, he had served over 300,000 customers, trained several other barbers, and become a prominent community leader. (*Outside In*, 207)

1930s: John Deere recruited many African Americans from the Deep South to come work at it's Des Moines factory, increasing the population throughout the entire state. Deere played a major role in transplanting the African American blues music culture to the area, as many of their employees were former plantation workers from the South who brought their musical traditions with them. (*Outside In*, 179)

1930s: With the repeal of prohibition, the Center Street area flourished as the main center for Iowa's African American community. Known as the "greatest 24-hour city" because of the community, the streets brimmed with activity and the clubs stayed busy through the night. The Billiken Club was one of the most popular, holding Jitterbug contests and regularly featuring jazz bands. (*Outside In*, 529)

1932: Ben Rich became the first African American police officer to be appointed a detective in the Des Moines police department. (Des Moines Police Department Tribute to African American Officers, <http://vimeo.com/23709199>)

1939: Iowa's first beauty school was opened in Des Moines by an African American, Pauline Brown Humphrey. Crescent Beauty School was located on Center Street, maintaining around 30 students each semester and holding scholarship contests to place her students around the country. (*Outside In*, 206)

1939: The first of charges were brought against Katz Drug Store (7th and Locust) by Des Moines African American citizens fighting for rights to equal accommodations. From 1939 to 1950, 10 of the 22 criminal prosecutions and 9 of the 14 civil actions concerning the Iowa Civil Rights Act had to do specifically with the drug store. Tension between the drug store and the African American community reached its peak in 1949 when Katz refused to serve three African American's because he didn't "have the proper equipment to serve" them. Charges were brought and the case went to the Iowa Supreme Court, with the drug store eventually giving into the demands that they treat all their customers equally. (*Outside In*, 77)

1942: Luther T. Glanton Jr. became the first African American law student to receive a law degree from Drake University. Staying in the community, he established a successful private practice, became the first African American assistant Polk County attorney, and paved the way for other African Americans to enter the judiciary. (*Outside In*, 277)

1943: Pauline Humphrey opened a beauty salon at Fort Des Moines for African American WAACs, a very successful venture that was sought out by the government as an obvious move to maintain practices of segregation, as African American women had to maintain completely separate facilities than the white women serving. (*Outside In*, 374)

1946: The Des Moines school board hired the first full-time African American teacher, Harriette Curley. She was a Des Moines native, having graduated from East High School and attending Drake to earn her Education degree. She was hired to teach kindergarten at Perkins Elementary School, where she was welcomed by most, but not all. A realtor in the district protested her hiring, claiming that it would reduce property values and parents would not move into a district that employed an African American teacher. The Board ignored this reasoning and upheld their decision to hire Curley. (*Outside In*, 148)

1949: Elaine Graham Estes and others integrated Drake's women dormitory. (*Outside In*, 151)

1951: One of the most publicized moment in Iowa sports history occurred when Drake star football player Johnny Bright was knocked out of a game against Okalahoma A&M. Bright suffered a broken jaw when Okalahoma tackle Wilbanks Smith hit him with his forearm. The incident brought a national controversy because the illegal hit was caught on camera by Des Moines Register photographer Don Ultang, later winning him a Pulitzer Prize. Drake protested the hit with no result and consequently dropped out of the Missouri Valley Conference. Bright missed two of his last three games, had his jaw wired shut, and a tooth removed so that he could be fed through a straw. After graduating from Drake, he was offered a spot with the Philadelphia Eagles, but because of the treatment he received in college, was afraid of how he would be welcomed in the NFL. He instead spent the rest of his football career playing in the Canadian National Football League. Many believe that it was because of this incident that football helmets were altered to better protect the face and more strict rules concerning blocking were implemented. Drake recently named their new football field in Bright's honor. (*Outside In*, 489)

1951: Frank Kaiser started with the Des Moines Police Department, assigned to work the beat in downtown Des Moines and Center Street. He became the departments first African American sergeant, and later a lieutenant. Normally, in order for African Americans to rise within the department, they had to wait for another African American officer to leave. (Narcisse, 6)

1952: Dr. Emmett Scales was elected chief of staff at Mercy Hospital. Scales previously was the first African American to hold a section chief position, and his critics were furious when he was appointed. His election to chief of staff at Mercy silenced many of those detractors, as Mercy is a well-endowed private facility, and Scales had finally been acknowledged as a top doctor. Interestingly, prior to his appointment, Iowa Methodist, the only other large hospital facility in Des Moines, had refused Scales privileges. When they finally did, he refused them on principal. Scales was also highly active in the community, and when he passed away from a heart attack at age 58, left a strong legacy within the hospital and the community. (*Outside In*, 253)

1952: Drake hired its first African American professor, Dr. S.J. Williamson, although he only taught one course, one night a week because he also worked as a psychologist at Veterans Hospital. (*Outside In*, 152)

1954: Robert A. Wright Sr. graduated from Drake Law, receiving his degree while working as a Des Moines police officer in the Center Street neighborhood. He went on to become a respected lawyer as well as civil rights leader, referred to around the state as "Mr. Civil Rights." He was the longtime leader of the State NAACP branch meetings and the first Iowan to serve on the National NAACP Board of Directors.

1954: The need to integrate schools at the administrative level became apparent this year when the personnel director for Des Moines public schools, while interviewing Des Moines native Dr. James Bowman for a teaching position, declared that “A man’s home is where his job is, and you don’t have a job here.” Although Bowman had lived in Des Moines, graduating from North High School and attending Drake, he had been teaching in Texas. The personnel director however, was trying to use this as an excuse to not hire Bowman because of his race. Board members stepped in, and Bowman went on to higher positions within the district. (*Outside In*, 149)

- » **1965:** Appointed director of federal programs for Des Moines Public Schools.
- » **1971:** Appointed as director of elementary education
- » **1980:** Became the first African American assistant superintendent, serving in this position until his retirement in 1989.

1957: The first full-time professor was hired at Drake, Dr. Eddie V. Easley, who served until 1984. A very popular professor, Easley was awarded Teacher of the Year in 1968, a time when most universities were just hiring their first African American faculty. (*Outside In*, 153)

1958: Luther T. Glanton of Des Moines becomes the first African American judge in Iowa when he was appointed to the Des Moines municipal court bench. (Henning and Beam, 187)

1958: James Thompson and Paul Thomas became Des Moines first African American traffic investigations. (Des Moines Police Department Tribute to African American Officers, <http://vimeo.com/23709199>)

1959: Martin Luther King Jr. spoke in Des Moines, addressing 2,300 people to commemorate the 50th anniversary of the NAACP. (*Outside In*, 309)

1960s: The demise of the African American neighborhood surrounding Center Street occurred. The late 1800s and early 1900s saw the neighborhood as a growing center for residential and business African American settlement. (*Outside In*, 205)

1961: Frank Kaiser became the first African American police sergeant in Des Moines and went on to be the first African American lieutenant in 1974. (Des Moines Police Department Tribute to African American Officers, <http://vimeo.com/23709199>)

1962: West Des Moines school board hired their first African American teacher, Alverra Orr, who was to teach fourth grade at Phoenix Elementary School. (*Outside In*, 148)

1964: 120 people in Des Moines marched around city hall and the statehouse with signs saying, “Enough Double-Talk Pass Civil Rights Bill,” and “Fair Housing for Iowa.” The group was led by a young African American girl holding hands with a young white girl. Protests arose around the nation because of lack of enforcement of civil rights. (*Outside In*, 79)

1966: Lacey Spriggs, a graduate of East High and Drake University was promoted to principal of East High, becoming the first African American administrator in Des Moines Irving Junior High. (*Outside In*, 149)

1970: Nolden Gentry became the first African American to be elected to the Des Moines School Board, serving until 1980. He was also the first African American to serve on the Iowa Board of Regents. (*Outside In*, 158)

1972: Gateway Dance Theatre established, stating its mission as to “provide education, training and arts outreach to promote intercultural understanding and an appreciation of diversity through professionally directed quality experiences.” <http://www.gatewaydance.org/history.html>

1982: Des Moines NAACP branch brought litigation against the city to require them to hire African American firefighters. The city consented to the charge, agreeing to hire one African American for every non-black firefighter hired. This was amended in 1984 to a one-one hire of blacks and whites until African American representation reached 6.8% of the work force. The Des Moines fire department had only 4 African Americans in its 100-year history at this time. (*Outside In*, 311)

1987: The Iowa Club of Des Moines was organized. The clubs were established across the country for African Americans who lived or had lived in Iowa. They organize several meetings in order to get together to remember the life and culture of living in Iowa. The group also hosts “Iowa Days” which is typically a two day celebration, with the second day being a community picnic. Scholarships and community giving are also a part of the clubs mission, the Friends of the Forest Avenue Library being a recipient. (*Outside In*, 442)

1990: Dr. Fred Gilbert became the first African American vice president of an Iowa community college when he was promoted from dean of Des Moines Area Community College. (*Outside In*, 153)

1991: Richard Sanders became the police department’s first African American captain. (Des Moines Police Department Tribute to African American Officers, <http://vimeo.com/23709199>)

1991: Preston Daniels became the first African American to be elected to the City Council. (*Outside In*, 358)

1992: Floyd Shepherd opened Two Worlds, the only art gallery in Des Moines to feature art and crafts by Africans and people of African descent. Shepherd believed that Iowa did not include African American cultural contributions in their cultural institutions, being very critical of the Des Moines Art Center as well. The shop remained opened until 1999. (*Outside In*, 503)

1997: Preston Daniels was elected the first African American mayor of Des Moines. Coming from the “poor, southeast bottom” community of the Chesterfield section of southeast Des Moines, Daniels overcame his family’s economic issues, emerging as a community activist and popular political leader. (*Outside In*, 358)

2006: Several complaints arose concerning discrimination in hiring and promotion practices at Iowa Workforce Development. The agency used a pre-application process that has been proven to have adverse affects on African American job-seekers. A trail for the case is tentatively set for September 12, 2011. www.desmoinesregister.com

- **2007:** Class action law-suit filed against the state, citing incidents where African American applicants were passed over for positions despite their qualifications. Several state agencies were cited including the departments of corrections, transportation, cultural affairs, human services, public safety, and Iowa Workforce Development
- **2009:** Number of plaintiffs rose to 32 in the law suit against state agencies.

2008: No African American officer in the Des Moines police department has risen higher than the rank of captain. The department also had 15 African American officers on a force of around 360. (Des Moines Police Department Tribute to African American Officers, <http://vimeo.com/23709199>)

2009: Lillie Miller was promoted to the rank of sergeant, becoming to the first African American female in the Des Moines Police Department to reach that rank. http://www.dmgov.org/Departments/CityManager/PDF/PIO_CitySourceApril09.pdf

2010: Two Drake University students filed a lawsuit against West Des Moines bar Uncle Buck’s after being asked to leave by the manager because they were African American. In the settlement, the club owner agreed to pay each man \$1,500 plus \$5,000 to a charity and to cover up to \$15,000 of their legal fess. He also apologized and stated he would not discriminate in the future. www.kcrq.com

2010: Polk County elected the first woman African American judge when Romonda Belcher-Ford was selected to fill the opening for a Polk County District Associate Judge. www.desmoinesregister.com

2011: Reverend Al Sharpton opened a chapter of his National Action Network in Des Moines. The Action Network promotes a modern civil rights agenda that includes the fight for equal education, social justice, and one standard of decency for people no matter their race, religion, gender, or national origin.

2011: West Des Moines Western Hills Elementary teacher Karla Snodgrass shocked many when she used a racial slur against a student in her classroom. The student's mother reported that Snodgrass walked into her dark classroom, asked, "What's dark, and scary?" She then flipped the light switch on and said, "Oh, that's just Bedale." Bedale is African American and Caucasian. The principal and human resources department took action immediately, stating that remarks of that nature would not be tolerated in the school, but did not release details of the discipline measures taken. Snodgrass had yet to apologize to Bedale a week after the incident, although she did apologize to the class when he was out of the room. www.desmoinesregister.com

2011: A new report from the Iowa Department of Education showed that African American students are disproportionately suspended and placed in special education classes. <http://www.desmoinesregister.com/article/20110913/NEWS02/309130061/1004/Fix-equity-issues-Des-Moines-school-district-told>

Other Influential African Americans in the Community

Vincent Lewis: Lewis graduated from East High School in June 1969 and was drafted into the Army a month later. He served as an artilleryman in the 23rd Artillery Regiment in Cambodia. Vietnam is something that he feels very strongly about and believes that schools do a poor job of educating students on the lessons to be learned from Vietnam, and for many years lectured students at Valley High School on the war. Upon returning to the United States, he immediately reentered school and worked two jobs, determined to make a good life for his family. He obtained his bachelors and masters from Drake University and later went back for his PhD in administration and counseling. Lewis is very active in education, having served as the principal of Brody Middle School and North High School. He currently serves as the Director of Fort Des Moines Museum and Education Center, participates in a middle school boys group, and owns his own consulting business, Center for Positive Youth Development.

Dr. Kittie D. Weston-Knauer: Retiring from Des Moines Public Schools in 2007 after a 33 year career in the field of education as a teacher, vice principal, and principal, Weston-Knauer continues to be involved in education. As owner and Executive Director of KWK Enterprise, Inc., an educational consulting firm specializing in the development of student-centered educational programs, meant to enhance educational experiences that will enable the youth in the Des Moines community to succeed in school, work and life. In 2009, she was hired as project manager to lead the development of the public charter school that recently opened. She also serves as an adjunct professor at Drake, supervising student teachers. Weston-Knauer graduated from Drake in 1970 with a BS in Education and three years later with a Masters in Secondary School Administration.

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POLK COUNTY FACTS

SHORTENED TIMELINE

The following timeline provides a general introduction to the progression of notable events and people in the African American communities in Polk County. While not an all inclusive timeline, it does provide a basic overview of important events in the history of the county, gathered from multiple historical reference texts. The timeline spans from the mid-1800s to present day and includes many examples of how Iowa was ahead of nation in the passing of some laws, yet incredibly lacking in other areas. While some of the events and people may be commonly known such as the Johnny Bright incident at Drake, there is likely to be many that are unfamiliar, like the first beauty school in Iowa was opened by an African American woman from Des Moines. These factoids are meant to provide the basis of a conversation about the history of African American communities in Polk County, what they have prevailed over and what they are still working to overcome.

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1958: James Thompson and Paul Thomas became Des Moines first African American traffic investigations.

1959: Martin Luther King Jr. spoke in Des Moines, addressing 2,300 people to commemorate the 50th anniversary of the NAACP.

1960s: The demise of the African American neighborhood surrounding Center Street occurred.

1961: Frank Kaiser became the first African American police sergeant in Des Moines and went on to be the first African American lieutenant in 1974.

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1987: The Iowa Club of Des Moines was organized.

1990: Dr. Fred Gilbert became the first African American vice president of an Iowa community college when he was promoted from dean of Des Moines Area Community College.

1991: Richard Sanders became the police department's first African American captain.

1991: Preston Daniels became the first African American to be elected to the City Council.

1997: Preston Daniels was elected the first African American mayor of Des Moines.

2006: Several complaints arose concerning discrimination in hiring and promotion practices at Iowa Workforce Development.

2008: No African American officer in the Des Moines police department had risen higher than the rank of captain at this time.

2009: Lillie Miller was promoted to the rank of sergeant, becoming to the first African American female in the Des Moines Police Department to reach that rank.

2010: Two Drake University students filed a lawsuit against West Des Moines bar Uncle Buck's after being asked to leave by the manager because they were African American.

2010: Polk County elected the first woman African American judge when Romonda Belcher-Ford was selected to fill the opening for a Polk County District Associate Judge.

2011: Reverend Al Sharpton opened a chapter of his National Action Network in Des Moines.

2011: West Des Moines Western Hills Elementary teacher Karla Snodgrass shocked many when she used a racial slur against a student in her classroom.

2011: A new report from the Iowa Department of Education showed that African American students are disproportionately suspended and placed in special education classes.

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WOODBURY COUNTY FACTS

1804: Meeting between Lewis and Clark and Indians on a bluff overlooking the Missouri River led to the name Council Bluffs. Lewis and Clark also brought with them the first African American traveler, one of their personal attendants. (Iowa Writers Program (IWP), 10, 109)

1837: Yankton Sioux ceded all claims to the land in Western Iowa to the government, but continued to live there until around 1851. (IWP, 14)

1851: Woodbury County created after Sioux's claim to Iowa finally extinguished. Originally named Floyd County, to honor the man on the Lewis and Clark expedition who had died in the area, it was soon changed to Waukaw County. In 1853, it officially became Woodbury County, in honor of Judge Levi Woodbury. (IWP, 17)

1856: County seat moved to Sioux City (IWP, 29)

1856: First African American settlers of Woodbury County arrive on the steamboat, Omaha. Several worked on the steamboats traveling up and down the river and stayed in the area. These numbers increased with the development of the railroads, as they worked construction. Most were well received in the communities and some even held high standing. The position of barber was a highly exalted one and a place where skin color was not an issue. African Americans were even able to make be a part of the police department. (IWP, 110-112)

- » John Brazo: noted African American of the time for his work in fur trading as well as his language abilities. He spoke English, French, Sioux and several other Indian dialects. He was also known for his fiddle playing, and was in high demand at social gatherings. (110)
- » Cass Davis: known as the "water man" he supplied barrels to the townspeople for only .25 cents. He obtained it for free, and only had to worry about transporting it up the river, and was in high demand as this was before indoor plumbing. (110)
- » Henry Riding ran a local hotel and was known for getting what he wanted. When the railroad ran through his land without permission, he went charging after the tracklayers with his gun. The railroad later paid him \$21,000 for the ability to cross his property. Later when the bank failed that held him money, he grabbed his gun again and demanded they give him the money, which they did. (110-111)

1857: Sioux City incorporated.

1857: A harsh winter and failing crops led to heightened tensions between Native Americans and the townspeople. Sioux Indian, Inkpadutah and his outlaw band were wintering in Smithland, and continually begged the townspeople for food. In order to get rid of the Indians, a townsman dressed up in an old army uniform, because it was known that Inkpadutah feared an Army officer who had been in the area years earlier. This strategy worked, the Indians immediately packed up and left the area, but were so angered by the townspeople's actions that they went on the war path. Smearing their faces in black paint, which is their war color, they headed into the Spirit Lake area and went on a six day killing spree, which has become known as the Spirit Lake Massacre. (IWP, 32-33) Yet another version on how the Massacre started told a different story of cruelty towards some Indian squaws who were beat by settlers because they believed that the squaws had stolen corn from their cribs. Enraged by this, the Indians in the encampment by Smithland began slaughtering the settler's cattle. In retaliation to this, the settlers surrounded the encampment and stole all of their weapons. After this, the Indians packed up their belongings, and infuriated by the treatment they had received, headed north to cause more trouble. (*History of the Counties of Woodbury and Plymouth, Iowa*, 63-64)

1857-1858: Uneasy about Indian tension in the area, the citizens in Northwestern Iowa appeal to the government for protection. This resulted in talks of forming an Iowa Frontier Guard, with three squads in different positions. (IWP, 51)

1861: Frontier Guard formed for protection against the Indian raids, which were becoming very common. (*History of the Counties of Woodbury and Plymouth, Iowa*, 166)

1862: Formation of the Northern Border Brigade which keeps people in Woodbury County safe from Indian attacks. Fear was heightened in August 1862 when Sioux Indians in Minnesota had an uprising, as the people of Woodbury County believed that the tribes near them had joined the movement. This did not come to be however, and by late November most people believed that the danger had passed. However, this marked the beginning of continuous military advances against the tribes in the area. (IWP, 57)

1868: A treaty was finally signed with the Sioux, increasing the amount of government contracts to buy Indian goods and supplies for the military. They also persuaded the Indians to move to reservations and insured the settlers in those areas that there was peace. To ensure this peace however, a large number of armed forces were placed around the reservation. (IWP, 81)

1904: A strike at Cudahy and Armour packing plant resulted in the companies attempting to bring in African American strikebreakers. Angry strikers vented their frustrations on the African American workers and after the strike ended, refused to work with them, so the African American workers were left with no choice but to leave the city. (*Outside In*, 228-239)

1908: Barber J.E. Matthews, along with Caster Schmitz and R.Byron Reed incorporated the Matthews Investment and Guarantee Co, which was a real estate venture group, the first to be attempted by African Americans in the Sioux City area. (*Outside In*, 198)

1921: Three packing companies, Cudahy's, Armour's, and Swift's, imposed a ten percent wage cut on their workers. A strike was planned for Monday, December 5. The plants continued to operate, but as the strike dragged on, they had to ship in African American workers. In order to do this, they brought them in by train car and then smuggled them into the plants. Disorder ensued in the following weeks, but people eventually began to go back to work without a compromise. 57 days passed when the union headquarters demanded the strike to end. Of the 1,200 workers who reapplied for their jobs, only 250 were accepted. The incident greatly increased the number of African Americans living in Sioux City, as many of them continued to work at the packing plants, with the population growing from 305 in 1910 to 1,139 in 1920. The African American community stretched on the west side from Pearl Street on West 6th, 7th, 8th to Panoah. On the east they settled on lower Stueben, Morgan, and Lafayette and on the south "bottoms" along Howard, Wall, Iowa, and Fowler. (IWP, 148)

1922: Sioux City NAACP branch officially opened, although the branch did not become overly active until the late 1940s. One of the national projects that saw results in Sioux City was the test of racial discrimination in hotels and restaurants. Incidents in Sioux City include boxer Joe Louis being refused service in a hotel coffee shop and opera singer Marian Anderson being refused lodging at a hotel. It was not until 1951 that the local chapter persuaded the city to pass a human rights ordinance to prohibit this kind of behavior. (*Outside In*, 326-328)

1924: In Sioux City some white officials proposed constructing a cemetery solely for African Americans. A newspaper editor, J.N. Boyd, wrote to Robert Bagnall at the NAACP, complaining about this proposal. Robert's response suggested that the Klu Klux Klan was behind this idea, and encouraged community members to protest the idea. http://www.iptv.org/iowapathways/myPath.cfm?ounid=ob_000303

1925: The percentage of African American workers in meat packing plants reached nearly 44 percent, compared to 18 percent in 1920 and 1 percent in 1916. The growth was stopped by the Great Depression, when most meat packing plants stopped expansion, and African American workers were the first to be fired. (*Outside In*, 229-230)

1930: Arthell Shelton, one of the earliest African American local-union presidents, began working at the Swift plant in Sioux City. His organizational abilities made him a player in the Packinghouse Workers Organizing Committee's efforts to unionize Swift's. Shelton coordinated the 1937 strike which lasted until January 1939 and resulted in brining 65 percent of the workers into the union. Although Shelton was not rehired, it was the first step in reducing discrimination in the packing plants. (*Outside In*, 230-231)

1933: The Sanford Center, formerly known as the Booker T. Washington Center, opened. Discrimination from the Community House of Sioux City sparked discussion on creating a place where African Americans, as well as all other citizens, would be welcome to gather. When the center opened it was not only used as a gathering place, but also offered educational programming and a nursery. They also created a servicemen's room for those African American service men from the Sioux City Air Base. In 1951 a new, larger building was constructed to serve their growing numbers, and it was renamed the Sanford Center in honor of Arthur and Stella Sanford, who financed the new construction. Programming today includes reaching out to at-risk youth in the neighborhood. (*Outside In*, 449-450)

1950s: Sioux City Indian Club was formed by three men, one each from the Omaha, Winnebago, and Santee tribes to celebrate and teach about their culture and traditions. http://www.siouxcityjournal.com/news/local/article_41d058a5-266b-5149-b86d-8b1d4b845f1d.html

1955: Sioux City hired its first African American teacher, Evelyn Walker Freeman, although she only remained in the district for two years. (*Outside In*, 148)

1968: There were only two African American teachers in all of Sioux City's public schools. (*Outside In*, 328)

1984: First African American county supervisor elected. George Boykin, a lifetime resident of Woodbury County, was elected to the Woodbury County Board of Supervisor's in November of 1984 and has been in office for seven terms. http://www.woodburyiowa.com/index.php?option=com_contact&view=contact&id=32%3Ageorge-boykin&catid=10%3Aboard-of-supervisors&Itemid=4

2001: Official formation of the Community Initiative for Native Children and Families (CINCF) in Woodbury County in response to the overwhelming number of Native children in the welfare system. <http://www.policyforresults.org/en/Topics/2008/Building-Strong-and-Stable-Families/Racial-Disproportionality/Guidance-for-Child-Welfare-Administrators-on-Achieving-Racial-Equity/What-Works/Success-Stories/Community-Initiative-for-Native-Children-and-Families.aspx>

2003: Recover Our Children marches begin to raise awareness of the issues facing Native American children in the surrounding communities. It is meant to represent the desire to start over again, helping families grow. The marches are sponsored by the Four Directions Community Center which offers social, economic, and cultural opportunities to the community members. The Center also provides tutors for children and programs to teach them about their traditions and tribal histories. <http://www.uiowa.edu/~nrcfcp/dmcrp/documents/NICWAPresentation>

2004: Creation of the Minority Youth and Family Initiative to raise awareness of the high numbers of Native American and African American children in the foster care system. <http://www.uiowa.edu/~nrcfcp/dmcrp/documents/NICWAPresentation>

2004: American Indian children made up only .4 percent of the counties total population, but accounted for 2.2 percent of children in foster care, which is a five times overrepresentation rate. <http://www.uiowa.edu/~nrcfcp/dmcrs/documents/NICWA2009TestingNewStrategies.ppt>

2005: Native children made up 3.9 percent of Woodbury County's population and represented 19.5 percent of all of the children in their first out-of-home placement in the county, a disparity of 5 to 1. http://www.siouxcityjournal.com/news/local/article_494ca615-732c-528b-8bc5-c59f7b0b926f.html#ixzz1TERH2X1c

2007: Native Americans make up 2.8% of the population in Sioux City. 15.4% of the Native American children that make up that percentage are in foster care. <http://www.manataka.org/page1849.html>

2008: Governor Culver signed legislature that creates the Iowa Commission on Native American Affairs. The commission was created to work with tribal governments and members to improve their human rights, equal economic opportunities, and reduce discrimination. http://www.siouxcityjournal.com/news/state-and-regional/article_16da9e97-9ae2-51bd-a317-fb9e1114586f.html

2008: Inception of Native Youth Standing Strong program at Four Directions Center. The program is focused on teaching Native crafts, arts, and spirituality to youth and was created through a partnership of members in the Native community and the Juvenile Court Services. The program continues today, meeting every Tuesday at 4 pm in the Four Directions Community Center. http://www.siouxcityjournal.com/news/local/a1/article_965248fd-530c-583e-90ad-a6a124920238.html

2008: 3.8 percent of all children in Woodbury County were Native children, but they accounted for 12.5 percent of all of the children in their first out of home placement in the county, a disparity of 3.2 to 1. http://www.siouxcityjournal.com/news/local/article_494ca615-732c-528b-8bc5-c59f7b0b926f.html

2009: The poverty rate for Iowa American Indians and Alaska Native families reached 39 percent, while the rate for Iowa was only 11.8 percent. <http://www.statelibraryofiowa.org/datacenter/Publications/aian2010.pdf>

2009: Irving Elementary School started the Intertribal Youth Group for students to learn about the 31 Native American tribes represented in the Sioux City School District. http://www.siouxcityjournal.com/news/article_aeed1492-7863-59a8-b742-a6365da6518a.html

2011: Woodbury County Juvenile Detention Center will begin housing Native American juveniles, as referred by the federal Bureau of Indian Affairs. http://www.siouxcityjournal.com/news/local/article_767fbccd-ec54-5e8b-9029-2e225b30fa82.html

Notable People:

Sergeant John Rice: In 1951 Sioux City faced a national outcry after Sergeant Rice, a decorated WWII and Korean War veteran was denied burial at Memorial Cemetery because he was half Native American. The problem required the intervention of President Truman, who offered a full military funeral in Arlington Cemetery for Rice after hearing how his family was treated. Rice's wife was white, so in planning the funeral, she did not provoke suspicion on the part of the cemetery staff. At the ceremony however, staff noticed that several of the mourners were Native American. After the service concluded, the staff informed Rice's wife that they had a "Caucasian only" policy, so the family was forced to take the body back home. The incident tarnished Sioux City's reputation nationally and caused heightened tension with the Native American population to this day. http://www.siouxcityhistory.org/people/mored947.html?id=3_0_2_0_M

War Eagle: War Eagle is best remembered as a person who believed in peace and worked his whole life toward that goal. Because of his leadership among the tribes, the Indians and the whites learned to work together without having to resort to violence. War Eagle also had two of his daughters, Dawn and Blazing Cloud, marry Theophile Bruguier, who is known as the first white settler of Sioux City. Bruguier had been accepted into the Yankton tribe and traveled with War Eagle's band for several years. He told War Eagle of a dream he had of a beautiful place where two rivers joined together. War Eagle told Bruguier he had been to that place and would show it to him. Bruguier claimed the land at the confluence of the Sioux and the Missouri river. http://www.siouxcityhistory.org/people/moree03f.html?id=42_0_2_10_M

George Boykin: Boykin grew up in South Sioux City, Nebraska near the packing plant where his father worked. In 1971 he graduated from Morningside College and continued working at the Sanford Center, where he had started in 1968. He entered into politics because of his frustration with the schools disciplinary policies towards at-risk youth. In 1971, he was elected to the school board and held a seat there for four terms, allowing him the opportunity to make changes from the inside. His election to the Board of Supervisors in 1983 made him the first African American elected to the board in its history, and has obviously made a very positive impact with his continuous reelection. (*Outside In*, 354)

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WOODBURY COUNTY FACTS

SHORTENED TIMELINE

The following timeline provides a general introduction to the progression of notable events and people in the African American and Native American communities in Woodbury County. While not an all inclusive timeline, it does provide a basic overview of important events in the history of the county, gathered from multiple historical reference texts. The timeline spans from the early 1800s to present day and includes many examples of how Iowa was ahead of nation in the passing of some laws, yet incredibly lacking in other areas. While some of the events and people may be commonly known such as the influence of the meat packing plants on the minority populations, there is likely to be many that are unfamiliar, like that in 1968 there were only two African American teachers in Sioux City's public schools. These factoids are meant to provide the basis of a conversation about the history of minority communities here in Iowa, what they have prevailed over and what they are still working to overcome.

1804: Meeting between Lewis and Clark and local Indians occurred on a bluff overlooking the Missouri River, which led to the name Council Bluffs.

1837: Yankton Sioux ceded all claims to the land in Western Iowa to the government, but continued to live there until around 1851.

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GLOSSARY OF TERMS

Allegation – An allegation refers to the specific crime committed by the juvenile. A complaint may contain multiple allegations so the two terms are not synonymous.

Competence – The state or quality of being adequately or well qualified; ability; A specific range of skill, knowledge, or ability. Competency is a synonym of competence.

Complaint – See “referral.”

DMC – Disproportionate Minority Contact.

Juvenile Arrest – According to Section 232.19 of Iowa Code, juveniles are not arrested but rather “taken into custody.” For the purposes of this curriculum, juvenile arrest and custody are synonymous.

Referral – Referral to Juvenile Court Services (JCS) may also be called a “complaint.” A complaint in the juvenile justice system is synonymous with a referral to Juvenile Court Services. Complaints or referrals may be made to JCS by anyone familiar with the offense/incident, but are most often made by Law Enforcement.

Removal – In-school suspension, out-of-school suspension, expulsion, and interim settings as determined by a local education agency (school district).